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ABSTRACT

A longitudinal study examined adult basic education (ABE) in Virginia between 1970 and 1985. (The first study was conducted in 1970, the second in 1978, and the third in 1985.) Data for the 1985 study were collected from survey instruments mailed to all state department ABE personnel, local ABE supervisors, learning center coordinators, and ABE counselors; a 50 percent random sample of paraprofessional ABE personnel; a 10 percent random sample of ABE students; and a 25 percent random sample of ABE teachers. The overall return for the survey phases of the study was 81 percent. The general consensus from the data examined was that the programs have made remarkable progress given the inadequate funding for ABE at both the national and local levels. Forty recommendations were made in the 1978 study. Some action has been taken on 80 percent of the recommendations. The 40 recommendations included many long-term goals and objectives that turned out to be unrealistic since implementing them would have required increased funding. Others, however, have been implemented by virtue of creative leadership. As in the previous two surveys, the 1985 survey indicated a role conflict between the centralized state department administrative demands and the need for field supervision and technical assistance for part-time local program personnel. In general, ABE programs are staffed with experienced teachers having an average of 10.6 years of experience, and the profession has retained its basic part-time character over the 15-year period. Educational level and certification have increased among ABE counselors over the 15-year period. In general, ABE is not reaching the young unemployed male, and ABE does not appear to be focusing on vocational skills development to an adequate degree. (Three figures and 80 tables are included in the report.) (MN)

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A LONGITUDINAL EVALUATION OF ADULT BASIC EDUCATION IN VIRGINIA

1970-1985

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Adult Education Program
Division of Educational Studies
School of Education
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Richmond, Virginia

July, 1986

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PREFACE

This study was conducted as an Adult Basic Education Special Experimental Demonstration Project authorized under Section 310 of the Adult Education Act, P.L. 91-230 and Amendments and was funded through the Adult Education Service, Division of Vocational Research and Adult Services, Virginia Department of Education. This was a longitudinal study over a 15-year period from 1970 through 1985. The first study was conducted in 1970, the second in 1978, and the third in 1985.

In general, the programs have made remarkable progress given the inadequate funding nationally and locally. The growth and progress indicated are evidence of the creativity and hard work of the state and local ABE staffs.

The results and recommendations herein are numerous and should indicate priorities for attention and change by state and local participatory planning committees and other parties who are concerned with adult literacy. It is hoped that state and local ABE personnel will benefit from the data and recommendations in this study and that the ultimate focus of our programs, the adult basic education student, will receive better educational opportunities.

"A nation and its people are judged by its values and the way in which resources are allocated." When the public, legislators and our educational leaders fully understand and appreciate the financial and moral costs of illiteracy, then literacy will be properly valued and funded. As stated in the 1978 study, the current ABE effort nationally, state-wide, and locally is a band-aid on a national cancer. We launch rockets to the moon, but appear unable to lift our illiterate citizens out of the gutters of poverty, despair and crime. We design numerous means to attack and annihilate mankind but appear unwilling to attack and annihilate ignorance.

The author gratefully acknowledges all of the state and local ABE personnel who participated in and supported this study. A special thanks is given to the ABE students who responded openly and honestly to the interviews.

A LONGITUDINAL STUDY OF ADULT BASIC EDUCATION IN VIRGINIA, 1970-1985

Chapter I

Introduction

General Design

This longitudinal study was funded as a 310 Special Project by the Virginia State Department of Education, Adult Education Service. The purpose of the project was to develop and implement a statewide evaluation of the Adult Basic Education Program. The evaluation encompassed the state and local levels of program delivery and studied the state staff, local administrators, supervisors, teachers, counselors, aides, and students.

In 1970-71 Virginia Commonwealth University conducted the first Virginia state-wide ABE evaluation and in 1977-78 conducted the second evaluation. These evaluations were cited by H.E.W. as outstanding studies and were used as the model for several other statewide evaluations. It is important to note that one-time descriptive studies are valuable, but comparative studies over a period of time which indicate change and growth are more desirable. Since Virginia Commonwealth University conducted the original and second study it was in the best position to measure changes that have occurred since the first and second evaluations. Furthermore, many of the original data gathering instruments could be used again where appropriate, thus accruing considerable savings in the evaluation design.

The evaluation covered the entire ABE program at both the state and local levels and includes a representative sample of urban and rural programs as well as the variety of students served by the local programs. All factors bearing on the efficiency and effectiveness of the program were considered.

Specific Design

The evaluation design and implementation procedures will be discussed in this section.

Project Objectives

The following objectives were identified and approved for the statewide evaluation:

1. To appoint a statewide ABE Evaluation Advisory Committee to advise and assist in the identification of appropriate evaluation data sources and techniques.
2. To design and implement a statewide program evaluation to be conducted during the school year of 1984-85.
3. To conduct a representative statewide assessment of each school district's ABE students utilizing an appropriate instrument to be identified by the project and the Advisory Committee.
4. To computer analyze the statewide data collected with appropriate statistical tests.
5. To compare the results of the current study with the results, conclusions and recommendations of the two previous studies.
6. To prepare a comprehensive evaluation report on all phases of ABE program operation.
7. To disseminate the evaluation findings and recommendations in the form of a printed report and to summarize and discuss the findings at appropriate meetings, e.g., Dissemination Conference 1984-85.

Administration

The project was conducted by the Adult Education Program of the Division of Educational Studies, Virginia Commonwealth University (VCU). Dr. Ronald Sherron was the project director.

Procedures

Evaluation Design. The basic evaluation model utilized was Stake's. This model has been successfully utilized for study of various education programs and is recognized as one of the most appropriate for studies of this type. The evaluation will be primarily summative.

It is especially appropriate to not only present a picture of the current status of ABE programs, but to present comparative data from the first and second ABE evaluation reports to indicate growth longitudinally and long-range trends. This was a unique advantage of the VCU project.

Locations. Richmond and each participating ABE program and all Adult Learning Centers were included. Travel was made to local sites based on requests for assistance and the obvious need for data collection as evidenced by slow or no returns from certain school divisions. This will probably involve a minimum of four trips. Based on past evaluation, data trips will probably have to be scheduled for the Norfolk area, the Washington area, and several rural divisions.

The specific locations were projected during the first quarter planning phase and was guided by requests for assistance and obvious trouble spots. The remainder of the travel was determined as the project progressed.

Participation. Table 1 indicates the populations studied and whether the data was collected from the total population or a representative sample. A random sample of 25% of the teachers or 150 minimum was selected. All of the ABE Supervisors were selected and 50% of the aides were sampled. The sample was drawn from a random number table from currently enrolled students and employed personnel in each school division.

Table 1. Populations, Groups, and Samples

Population Description	Sample Size
1. State Department Personnel	All
2. Local ABE Supervisors	All
3. Learning Center Coordinators	All
4. ABE Teachers	25% Random Sample (or 150 minimum)
5. ABE Counselors	All
6. Para-Professional	50% Random Sample
7. ABE Students	10% Random Sample

Methods and Materials

Stake's model was utilized to conduct the evaluation. All procedures and instruments were approved and revised by the Evaluation Advisory Committee and were basically the instruments used in the past two evaluations.

Instruments

In order to collect the data specified from the populations identified in Table 1, the same instruments used in the 1970 study were updated and revised by the Evaluation Advisory Committee. The instruments used included questionnaires, interview guides, data check sheets, and data summary sheets of various types for each population studied.

Personal interviews were conducted with all members of the State staff, and written response to the 1978 Evaluation Recommendations were obtained.

Data Collection

The data was collected using the revised and updated instruments. The evaluation director, evaluation staff, state and local level ABE administrators, supervisors, teachers, counselors, aides, and students participated in the data collection procedures. The local ABE supervisors and teachers were responsible for dissemination and collection of local program forms.

Data Processing

All data collection instruments were designed for computer processing and analysis. All the data treatments were completed with existing computer programs and with special programs written by university data processing staff. The University's Institute of Statistics advised the project director concerning proper statistical treatments.

The raw data was keypunched and verified on magnetic tape in an 80-column card format for processing by the University Computer Center.

Time Schedule

Date	Activity
July 1, 1984	Project funded
July-August	Appoint Advisory Committee Identify preliminary instruments Prepare initial design Identify and hire personnel
September-October	Hold first Advisory Meeting Approve design and instruments Identify Sample Submit first quarterly report
November-December	Conduct survey and collect data Visit sites as necessary Submit second quarterly report
January-February	Analyze data Summarize results
March-April	Prepare Evaluation Report Submit third quarterly report
May-June	Print report Submit final project report Disseminate report

Staff

This project was conducted with the existing staff of the Adult Education Program and the following Personnel:

Research Associate (1)	Half-time
Clerk Typist (1)	Half-time
Computer Programmer (1)	5 days

Evaluation Advisory Committee

Appointments. The Evaluation Advisory Committee was appointed by the Project Director. The Associate Director for Adult Education recommended members to represent the state office and local programs.

Committee Representation. The following types of members constituted the Evaluation Advisory Committee:

Dr. Ronald H. Sherron, Chairman	VCU	(1)
Research Assistant	VCU	(1)
State Department Representative	State Dept.	(1)
Regional Representative	State Dept.	(1)
Administrator (1-ESL), (1-ABE), (1-LRC)	Local Program	(3)
Teacher (1-rural), (1-urban), (1-ESL)	Local Program	(3)
Student (1-rural), (1-urban)	Local Program	(2)
Total Members		12

Alternate members were appointed in order to ensure adequate participation and representation when meetings are held.

Committee Responsibilities. The Committee will operate on a democratic basis with majority rule on issues requiring a vote. The members will be expected to:

1. Advise the project in instrument design.
2. Determine appropriateness of scheduling.
3. Select factors to include in evaluation.
4. Select criteria and standards for judging results.
5. Recommend administrative and dissemination procedures.
6. Perform other duties as appropriate.

Meeting Schedule. Upon appointment, the Chairman will call a planning meeting prior to the final evaluation design. The Committee will meet a minimum of three times and more if necessary. The second meeting will be upon completion of the data collection phase. The final meeting will be held prior to the printing and dissemination phase.

Coordination and Dissemination

Close liaision was maintained with the Adult Education state staff and a representative of the state staff was included on the Evaluation Advisory Committee. All procedures and instruments were submitted for approval to the Advisory Committee and to the State Department. Crucial correspondence and other communications with the local programs were routed through the appropriate State Department Area Supervisors.

Formative reports identifying immediate findings and recommendations were made as results were completed. The final summative report will be submitted to the State Department of Education with sufficient copies for all participating local programs, the Participatory Planning Committee, and other concerned parties.

Final Report. Copies of the final report including all results and recommendations for program improvement will be delivered to the State Adult Education Service. The Adult Education Service will disseminate the copies to appropriate state and local supervisors.

Additional dissemination will be made at the summer SAIL Conference and through the ABE Newsletter. In order to facilitate dissemination of the total report a Summary Report that highlights the results and key recommendations will also be prepared.

Chapter II

Data Analysis and Recommendations

This chapter will present the results of the study with recommendations following the discussion of each program factor. Current 1985 results will be compared with the initial 1970 study results in order to indicate growth and changes that have occurred over the fifteen year period.

Data Collection Summary

Data was collected from all the populations identified in Table 1, p. 4. The various data collection instruments, instructions, cover letters, and follow-up correspondence are included in Volume II. Most of the data was collected with interview guides, questionnaires, and data check sheets.

The amounts and percentages of return from the various populations are presented in Table 2, p. 10. The total populations were used for all supervisory personnel and counselors. Random samples were drawn from the teacher, teacher aide and student populations.

The overall return from the survey phases of the study was 81%. The non-respondents numbered 19% of the total population. The non-respondents were followed-up with letters and telephone calls. In general, the State Department and local program personnel were most cooperative in collecting the data requested.

Table 2. Data Returns Summary

		Returns							
		Complete		Incomplete		Total Returns		No Response	
Questionnaire	Sent Out	N	%	N	%	N	%	N	%
ABE Teachers	285	173	60	100	35	273	96	12	4
Teacher Aides	162	55	34	104	64	159	98	3	2
Student Data Sheets	1,895	1,068	56	435	23	1,503	79	392	21
Student Interview Guides	1,895	1,060	56	427	23	1,487	78	408	22
ABE Supervisors	118	101	86	7	6	108	92	10	8
DIAL Program Supervisors	6	3	50	2	33	5	83	1	17
Learning Center Supervisors	35	19	54	10	29	29	83	6	17
School Division Superintendents	22	19	86	1	5	20	91	2	14
Counselors	19	8	42	6	32	14	74	5	26
Totals	4,437	2,506	56%	1,092	25%	3,598	81%	839	19%

Non-respondents

The following data forms were not returned as requested or identifiable from the school divisions listed:

ABE Supervisors Questionnaire

Craig
Floyd
Lunenburg
Russell
Lexington
Tazewell
Warren
Falls Church
Culpeper
Washington Co.

Non-participating School Division Superintendent Questionnaire

Essex
Highland
Covington

General Questionnaires

Craig
Floyd
Lunenburg
Russell
Lexington
Tazewell
Warren
Falls Church
Culpeper
Washington Co.
Wise
Pittsylvania

State Level Factors

This section focuses on the state level factors that affect the Adult Education Services administration of the statewide ABE program. The supervision of the local delivery of adult basic education in the various school divisions and other participating agencies and organizations was studied.

Data was collected from the professional staff, all members of the State Adult Education Service, and from the State Director of Vocational Research and Adult Education Services in regard to the following state level factors:

1. Progress report on previous evaluation recommendations.
2. Divisional organizational structure.
3. Procedures for setting 310 funding priorities.
4. Monitoring procedures for 310 funding.
5. State level program promotion.
6. Curricula materials evaluation.
7. Adult education teacher certification and endorsement.
8. State level concerns, recommendations, etc., that should be included in the evaluation report.

Presentation and discussion of each of the listed factors will follow:

Actions Taken on 1977-78 Recommendations

Procedures for Setting 310 Funding Priorities

Recommendation--State

A procedure should be developed for identifying and ranking the various funding needs. Criteria for selecting an item should be clearly stated and disseminated to all concerned parties at the State and local levels. The reasons for inclusion of an item on the funding priority list, as well as the removal of an item, should be fully documented.

Action Taken: No development.

Monitoring Procedures for 310 Funding

Recommendation--State

Project quarterly reports should be disseminated to each ABE supervisor. Supervisors should visit each 309 activity in their region at least once a quarter and should recommend continuation, change, or cancellation of the activity. A separate standardized evaluation design should be developed for use with teacher-training activities and for special projects. These designs should be implemented by the outside evaluators and the project directors. Criteria should be established that clearly indicate when an activity is making satisfactory or unsatisfactory progress. Those receiving unsatisfactory evaluation reports should be given a specified period to meet the evaluation criteria, or the activity should be cancelled.

Action Taken: No development.

Adult Education Endorsement

Recommendation--State

The State Department staff should initiate a new study and planning committee to recommend certification endorsement for adult education personnel. The committee should include representatives from the State's two adult education degree granting institutions.

The endorsement should be made available and phased in over a five-year period with adequate recognition of alternative experiences and training for current personnel. New employees should be required to have the certification prior to employment or within a specified timeframe.

If Adult Basic Education is to be a professionally recognized teaching area within the broad field of adult education, full and part-time positions must be filled with appropriately trained personnel. When certified adult education personnel are unavailable, positions should be filled from closely related areas of elementary, special, vocational, industrial arts, reading, English, guidance, etc.

Action Taken: Until there are full-time positions established in Adult Basic Education, we cannot have adult education endorsements. It is felt that appropriate training for adult educators should not be limited to university-based certification.

Curricula Materials Evaluation

Recommendation—State

A procedure should be established that provides for collection of in-use data on each local program's curricula materials. A criteria checklist could be developed and disseminated that would allow users to at least identify inappropriate and ineffective materials. The results of these in-use field tests could be summarized and reported in the Curricula Guide. Promising or highly promoted new materials should be field tested by a 310 project before statewide implementation. Local programs should not be allowed to purchase materials that have repeatedly proven ineffective at other sites. In short, a clearinghouse function should be established to report results of successful and unsuccessful materials. The State Department or a university could perform this function, and the ABE Newsletter could report the results.

Action Taken: We have established an Adult Education Resources Center to provide technical assistance in student evaluation, materials, equipment selection, program research and evaluation, and other instructional and student services.

State Staff's Assistance

Recommendation--State

These ratings are indicative of areas that need supervisory attention. Some may need 310 funding, others additional program funding. In either case, the overall losses indicate a need for more supervision and management in these important program areas.

Action Taken: No action taken.

Student Personnel Services

Recommendations--State

Parttime trained counselors should be hired by each program based on a formula of students enrolled. It is most evident that this population needs individual testing, counseling, placement and follow-up. If the ABE teacher must perform the student personnel functions, then special in-service training should be provided in testing and counseling techniques.

Student personnel services are as important as instruction and complement each other. The high dropout rate among ABE students is probably attributable, in part, to inadequate student personnel services. Teacher allocation formulas should take into account the demands of performing student personnel functions as well as instruction. Either provide the teachers with adequate time to provide student personnel services or hire part-time student personnel workers. Action Taken: Because of limited funds we cannot afford counselors.

Through 310 activities training packages were developed and teachers trained as consultants to deliver the guidance and counseling package across the state. We have provided time during the first two months of class to perform guidance functions and planning.

Program Facilities--Class Locations

Recommendations--State

Continuing efforts should be made to move ABE classes out of elementary schools. Arrangements for more utilization of community college facilities should be made. Secondary and voc-tech locations should be given preference as well as churches and neighborhood centers.

Action Taken: We have made continuing efforts to move ABE classes out of elementary schools. A 310 project was funded which developed a curriculum development project for ABE. A statewide promotion campaign has been developed and implemented. A computerized accounting system has been developed and implemented.

Program Facilities--Classroom Facilities

Recommendation--State

Additional storage spaces, cabinets, closets, etc. should be provided. Private areas for interviewing and counseling students should be designated. Efforts should be made to raise all of the average ratings to good or excellent.

Action Taken: Where classrooms are shared with day schools, local programs have been encouraged and funds provided to purchase storage cabinets.

Instructional Calendar

Recommendation--State

Programs that have sufficient student interest should attempt to remain open during the summer even if on a limited staffing and schedule arrangement. Continuity is important to the ABE learner.

Action Taken: Limited funds prohibit programs during summer months in some cases; in other cases programs will continue through summer.

Attendance Patterns

Recommendation--State

Local programs should conduct attendance studies and consider remaining open longer on the more preferred days and perhaps closing in the afternoons and on Fridays.

Action Taken: Local plans include strategies for flexible scheduling based on student needs.

Instructional Techniques

Recommendation--State

Class lecture time should be decreased and small group instruction increased. Greater use should be made of audio-visual presentations and aids. Field trips should be encouraged, and at least one per program should be planned and funded. It is an important instructional method and contributes to greater motivation and morale among the students.

Action Taken: Staff development has been conducted by area supervisors and concentration has been on individualizing instruction.

Staff Training

Recommendation--State

A statewide in-service training plan should be developed each year. The priorities for training should be reflected in the 309 funding requests. A variety of training activities should be offered including independent study, formal courses, workshops, retreats and small group training kits. Assistant ABE supervisors should have the flexibility to plan and implement local and regional activities for their area's special training needs. Local ABE supervisors should be encouraged and funded to conduct local orientation and training sessions on a regular basis.

Action Taken: A statewide in-service training plan has been implemented and will continue to be utilized. Goals, objectives, and strategies are also included in the State Plan for Adult Education.

Local Program Factors

Reasons for Non-Participation

Recommendation

The State Department should assist local school divisions in conducting needs assessments to determine interest and demand for the program. It is difficult to believe that a non-participating school division has no need for an ABE program. The "lack of community support" reason is highly related to the program promotion recommendation made earlier.

Needs assessments should be conducted in the non-participating divisions, and the citizens should be informed of the program opportunities through a planned public relations and recruitment campaign. If the needs assessment and general public indicate support for and the existence of a population of undereducated adults, the division should be asked to offer an ABE program. Then an alternate agency should be funded, e.g., community college, non-profit institution, etc.

Action Taken: Assistance has been provided to assist local education agencies for needs assessments. Provision has been made through planning grants for those school divisions without an adult education program. There is involvement with the community college, non-profit, and profit institutions/organizations.

Marital Status and Race—Local ABE Supervisor

Recommendation—State

Local programs should make every effort to place qualified Negroes and females in supervisory positions. Given the high percentage of Negroes and women in the target population, this will probably aid student curriculum relevance, recruitment, and retention. A Negro assistant supervisor has been added to the state staff as recommended in the 1970 report.

Action Taken: Ethnic involvement regarding hiring practices is a local decision.

Types of Endorsements

Recommendation--State

All ABE supervisors should have an appropriate endorsement specifically related to Adult Education. Full-time ABE personnel should have a master's degree in Adult Education. Part-time personnel should have a minimum of nine (9) semester hours in Adult Education graduate training. A state certificate endorsement in Adult Education should be established and required for continued ABE program employment. This endorsement should be phased in over a five-year period. 310 funding should be made available to individuals for obtaining such an endorsement.

Action Taken: No action.

Staff Meetings

Recommendation--State

Regularly scheduled staff meetings as well as special meetings should be conducted when necessary. The loose nature of part-time operation makes it essential as a unifying activity. Staff meetings are one such method.

Action Taken: A plan has been submitted for minimum staff involvement at the local level, and technical assistance will be provided.

Adequacy of Supervision

Recommendation--State

ABE supervisors should be authorized and funded to work additional hours as necessary for adequate supervision, or an assistant supervisor should be authorized. If funds do not allow this alternative, then a para-professional aide should be given some of the less essential supervising activities, e.g., student recruitment, data collection, etc.

Action Taken: A 310 project was done for rural area ABE supervisors.

Marital Status and Race--Local ABE Teacher

Recommendation--State

The change in ratio of male to female teachers should be viewed as having a serious effect on attracting male students. This issue should be further investigated at the local level. Much stronger efforts should be initiated to hire a higher percentage of qualified Negro teachers. Ideally each class should be racially heterogeneous, and each class should be exposed to both Caucasian and Negro teachers.

Action Taken: The ratio of male to female teachers in a local setting is a local decision.

Time Allocated to Specific Activities

Recommendation

Supportive personnel, aides, and counselors should be employed to assume a large portion of the testing, counseling, and student records duties and responsibilities. The time reported in actual teaching is quite an unexpected finding and should occasion great concern. A specific follow-up study of this finding should be immediately undertaken.

Action Taken: Teachers now have been given non-class time to take care of student records maintenance and class planning.

Contact With Supervisor

Recommendation

ABE teachers should have contact with their supervisors at least every other week and more often as needed. The programs reporting no supervisor contacts should make arrangements for such additional personnel, meetings, organization, etc., as are required to provide the minimum contacts.

Action Taken: The local plans include strategies to improve local planning meetings with teachers and supervisors.

Race and Marital Status--Local ABE Counselors

Recommendation

In addition to having more counselors as previously recommended, every effort should be made to increase the percentage of Negro counselors employed. The percentage of Negro counselors employed should closely approximate the percentage of Negroes enrolled in the local program.

Action Taken: Since limited funds are available to employ counselors, training materials have been developed and training of teachers as counselors has been completed. The teachers who have been trained will be utilized throughout this state to provide training to other teachers.

Certificate Endorsement

Recommendation--State

All ABE counselors should be required to hold an endorsement in guidance. Ideally all counselors should have as a minimum a master's degree or higher in counseling, student personnel, or guidance. The number of counselors holding a guidance endorsement was considerably less in 1978 than in 1970.

Action Taken: No action.

Adult Performance Level (APL) Survey

Recommendation

APL Survey should be incorporated into the regular testing procedures of the ABE program. Entry and exit competency levels should be measured. Reading the national mean score of 28.16 should be made a statewide goal.

Recommendation

All content areas reported in the *APL Survey* suggest the need for statewide attention. This is clearly the case when student performance is compared to national norms. ABE curriculum planning should be based on the Adult Performance Level Goals and Objectives. These goals and objectives are the criteria of functional competency. Level of functional competency is measured by the *APL Survey*. Use of the goals and objectives for program planning should be coupled with on-going use of the *APL Survey*. Use of the goals and objectives for program planning should be coupled with on-going use of the *APL Survey* for statewide evaluation.

Action Taken: A decision was made not to adopt the APL format but rather to incorporate the APL competencies into existing ABE curriculum format.

Identification of Facts and Terms

Recommendation

Special emphasis should be directed toward developing skills in identifying facts and terms, but reading, writing, computation and problem solving are skills which measure below average on most items. Information on skills should be incorporated into the curriculum planning process as proposed in the recommendation for APL Survey.

Action Taken: No action.

Comparison of State, ABE Program, Learning Centers, and DIAL Centers

Recommendation

Further research should be done to compare the relative effectiveness of the various ABE delivery systems in Virginia. Data from the APL Survey suggests that differences in student performance in each of the delivery systems do exist. These differences should be investigated and accounted for.

Action Taken: No research has been done to compare the relative effectiveness of the various ABE delivery systems in Virginia.

Occupational Skills and Experience

Recommendation—Federal

Occupational skill training and literacy training should be either combined or closely coordinated in the USOE. Students should be provided the opportunity to receive literacy and skill training in the same location or at close proximity in easily accessible areas.

Action Taken: No action has been taken by USOE as to the coordination for occupational skill training and literacy training.

Recommendation--State

ABE training should be provided for adults who need it in all types of occupational skill training programs, i.e., vocational, industrial, technical, on job, work corps, new careers, etc. ABE mobile or transportable units should be provided to local industries that desire to up-grade their workers. In short, ABE training should be provided whenever and wherever the need exists in the community. Every effort should be made to coordinate and incorporate literacy training with occupational skill training.

Action Taken: We have encouraged the establishment of business/industry in-plant programs in Virginia.

Reasons for Leaving School

Recommendation

Procedures should be modified to obtain notification from the public school system of all high school dropouts, who are legally qualified to participate in the ABE program, i.e., sixteen (16) years of age. These drop-outs should be recruited to resume their studies toward a high school equivalency as soon as possible. Many dropouts leave school because they are unable to function in that type of rigidly structured environment. ABE Learning Centers with flexible, individually designed and scheduled instructional programs are ideal for accommodating students' work schedules.

Special recruitment efforts and programs should be developed to salvage the dropouts as soon as possible after separation from the public secondary system. The secondary schools should make provisions for referral to the ABE program and allow transfer back and forth between the two programs with acceptance and credit for work completed in the ABE program. Further study of the causes of dropouts should be made for further verification of these findings.

It is quite possible that the ABE program can salvage numerous dropouts with short term problems and return them to the secondary system with very little or no loss in achievement. Several students have exhibited achievement in the ABE learning centers far superior to their high school achievement record.

Action Taken: We encourage school divisions to provide listings of dropouts who are qualified to participate in ABE programs. Some school divisions have followed through and implemented programs.

Post-School Training

Recommendation--State

The ABE curriculum should include learning skills instruction as well as the content mastery areas of reading, computation, home and family life, citizenship, etc. The learning skills areas should include note taking, listening, study habits, learning strategies, review techniques, etc.

Action Taken: LEAs have been encouraged to include learning skills instruction as well as content mastery areas in the ABE curriculum.

Current and Overall Progress

Recommendation--State

Each local program should attempt to determine the reasons for certain students' inability to achieve. When satisfactory progress is not being made, personnel counseling and individual testing should be used to discover any mental, physical, or emotional disabilities that are impeding progress. Analysis of instructional techniques and competency of personnel should be considered in determining the causes of poor achievement.

Action Taken: Our staff is not qualified to determine why students do not achieve through testing. When it is possible, referrals are made to the appropriate agencies. In the case of learning disabilities, the counseling indicators are not available for adults. Training packages were developed to help teachers identify various student behavioral characteristics which will assist the teacher in developing strategies to teach individual skills.

Contact with Related Agencies

Recommendation--State

Local ABE personnel should take the initiative to contact the related agencies in the community. The related agencies should be informed about the purposes of and services provided by the ABE program and in turn learn the same from the agencies. The previous recommendation (1970) concerning the development of an agency directory describing location, area served, services provided, and contact person is still valid. Representatives from essential related agencies should be appointed to local advisory committees.

Personnel Involved

Recommendation—State

Teachers should not be required to do student recruitment. Part-time counselors or para-professionals should have this responsibility. Successful students make excellent recruiters; each program should use this valuable recruitment asset.

Action Taken: Inter-agency staff meetings and PPC meetings are common meetings in the local areas, and that helps. Teachers learn about their students through recruitment; consequently, we do not discourage this practice.

Publicity

Recommendation

Local programs should make greater use of mass media publicity, especially the visual, non-reading media of TV and radio. Local public service announcement time should be used, as well as some paid advertisements directed to family audiences. Word of mouth should continue to be encouraged through students and staff.

Action Taken: We have developed (free of charge) media for local radio and taped announcements for radio and TV and have sent them to every local program as requested.

Enrollment Problems

Recommendation

Specific recruitment efforts should be made to enroll the Level I low-literate. Public relations should be designed to create a favorable community image which is still lacking. Job placement or advancement should be a priority for successful GED graduates. Related agencies should be used to ensure that health and family problems receive attention. Again, the reasons cited indicate a need for improved counseling services for the ABE student.

Action Taken: The referral, counseling, and public relations services have been addressed, and special emphasis has been placed on literacy councils to serve Level I low literate students. Job placements for GED have not been addressed.

Instructional Program Ratings

Recommendation

Funds should be provided for field trips, and greater use of community resources in instruction should be promoted. In-service workshops should be provided for this technique as well as classroom use of audio-visual aids.

Action Taken: We do not fund cost of field trips.

Staff Ratings of Current Testing Program

Recommendation

A standardized battery of evaluative instruments should be recommended and required by the State Department. This battery should include aptitude, achievement, personality and career exploration instruments. The data from these instruments should be compiled and reported in statewide profiles for each school division and for use in statewide and local evaluations. The APL Survey should be administered to all ABE students, and the results used to plan curricula changes statewide.

Each local program should have a variety of evaluative techniques for student placement counseling and career exploration. The local battery should include verbal and non-verbal measures as well as instruments to identify learning disabilities which have been largely ignored in the past.

Action Taken: The Administrative Guide identifies both informal and formal evaluation instruments.

Follow-up Activities

Recommendation

Student personnel services should be provided in each local program. Trained counselors should be hired parttime to provide personal and group counseling, career exploration, testing, placement, and follow-up. If a counselor cannot be employed, the responsibilities should be assigned to a teacher who has been trained in the area.

As stated in the previous report (1970), an instructional program which doesn't provide necessary student personnel services is unduly increasing the already high probability of failure. To expect an overburdened staff to perform student personnel services in addition to their instructional responsibilities weakens both. Again, it is a funding or allocation problem. Often student personnel services are viewed as non-essential or supplementary to the instructional program. In the ABE population with its high drop-out rates, lack of motivation, etc., student personnel services are more important than ever; and if funding is inadequate, then materials or a teaching position should be converted to a student personnel position.

Action Taken: No action.

Local In-Service Training Priorities

Recommendation

As previously discussed in the state level section and in the 1970 report, a comprehensive in-service training plan should be developed that utilizes a variety of training designs. Too much emphasis and reliance is being placed on one-shot, one- and two-day workshops. The training offered should have continuity and a logical progression, e.g., new teachers and staff should be given Adult Learning Characteristics first, Curricula Design and Instructional Strategies second, Student Evaluation third, etc. The 309 projects should logically complement each other and offer a variety of training options, i.e., courses, independent study, small group seminars, weekend retreats, conferences, workshops, etc.

In addition to state level funded activities, each local program should plan and implement in-service activities for the staff at least once a quarter and preferably one day a month. Staff who attend regional or statewide training activities should share the new knowledge, content and handouts at a subsequent local in-service session. Each local program should allocate funds for local training activities.

Action Taken: A training design includes local, cluster training, summer institutes, and regional supervisory training.

Program Evaluation and Review

Recommendation

The State Department should encourage each local program to engage in a self-study using the developed model. The results of the Statewide Evaluation should be distributed and used in each local self-study. The local ABE supervisor should have the responsibility for forming and conducting local evaluation activities. Local programs should use the models in the Systematic Instructional Model for orienting and training its staffs in student and program evaluation.

Action Taken: The department has not taken action as far as mandating self-study with the developed model.

Summary of Progress on 1978 Study Recommendations

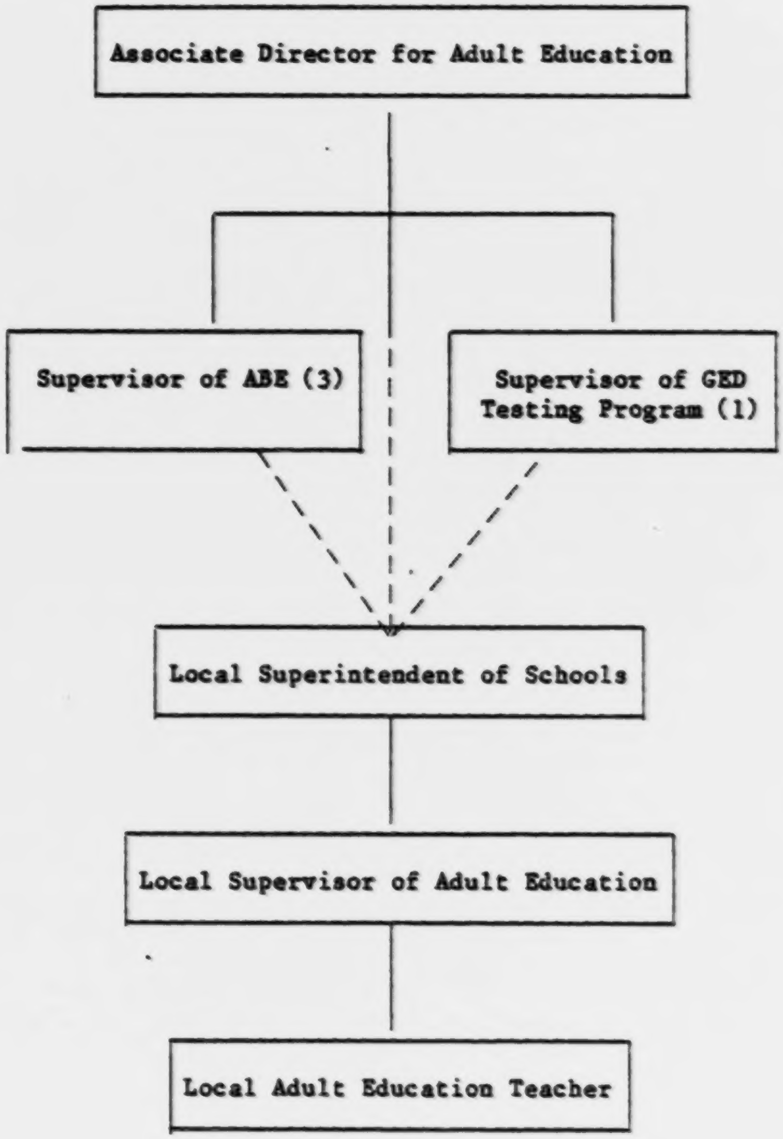
Forty recommendations were made in the 1978 study. Eighty percent of the recommendations have had some action taken. Twenty percent have received no action over the seven-year period.

The 40 recommendations included many long-term goals and objectives that could only be reached with increased funding and in that respect were unrealistic. Others, however, could be implemented with creative leadership and are still relevant.

Organizational Structure

The organizational structure of the Adult Education Service is presented in Figure 1, page 33. Since the 1978 Evaluation Study the organizational structure has changed. The Supervisor of Adult Education is now titled Associate Director of Adult Education. This position reports to and is supervised by the Director of Division of Vocational Research and Adult Services. The assistant supervisors of ABE are now titled Supervisors of ABE and have been reduced from four to three positions. The assistant supervisor of the GED Testing Program is now Supervisor of the GED Testing Program. All other titles and positions remain unchanged.

Figure 1. Adult Education Service Organization Chart


Associate Director for Adult Education
Supervisor of ABE (3)
Supervisor of GED Testing Program (1)
Local Superintendent of Schools
Local Supervisor of Adult Education
Local Adult Education Teacher

The Associate Director for Adult Education is responsible for the federally funded ABE program, the GED testing programs, and the general adult education programs in the Commonwealth of Virginia. This person has three ABE supervisors who assist with the ABE program responsibilities throughout the state. These ABE supervisor positions are funded by the federal government under amendments of the Adult Education Act.

Program Supervision

Staffing--Professional Personnel. The current state office professional staff provides a rich background of adult education academic preparation, personal adult education teaching and training experiences. All have some formal training as adult educators, and two of the four staff members are actively pursuing advanced professional degrees in the field. The associate director has a doctorate in vocational education.

Table 3, page 35, indicates the approximate percentage of time each of the Adult Education Services staff allocates to the various programs operated by the service. After 15 years the Virginia State Adult Basic Education Program is still being supervised and administered on a part-time basis.

The Associate Director position still devotes only sixty (60) percent of its time to ABE. Three of the supervisory positions are 100% ABE, but this is a reduction of one position from the previous four full-time supervisory positions.

The clerical support has seen a reduction of one half-time position. The ABE program has one full-time position, a 70% clerk/steno position and a part-time work-study position in the Richmond central office. One 1/3 time clerk/steno is allocated to the Abingdon field office.

Table 3. Percentage of Total Staff Time Allocated to Various Programs

Staff Position	ABE	General Adult	GED Testing	Totals
Professional				
Associate Director Dr. Maude Goldston Richmond	60%	10%	30%	100%
ABE Supervisor Mr. Clay Leonard Richmond	100%			100%
ABE Supervisor Mr. Clyde Pursley Abingdon	100%			100%
ABE Supervisor Mr. Lennox McLendon Richmond	100%			100%
Clerical				
Clerk-Typist (C) Richmond			100%	100%
Accountant (A) Richmond	100%			100%
Clerk Steno (B) Richmond	70%	30%		100%
1/3 Clerk Steno Abingdon	100%			100%
30 hr. part-time Steno (B)	100%			100%
Average Percent of Time Allocated	84%	17%	70%	100%

So in addition to losing one supervisory position, a half-time clerical position has been lost. Given the increase in funding over the past seven years and the increased number of programs and students, it hardly seems reasonable to reduce supervisory and clerical staff.

On a number of occasions reports, notices, and guidelines have been disseminated late. This is in part attributable to clerical and supervisory staff work loads.

ABE Supervisory Regions

Since the 1978 Evaluation Study the supervisory regions have been restructured several times. The loss of one supervisory position has made it necessary to divide the state geographically into three regions. Figure 2, p. 37, indicates the current regional divisions. Table 4 indicates the programs supervised and students served in each region.

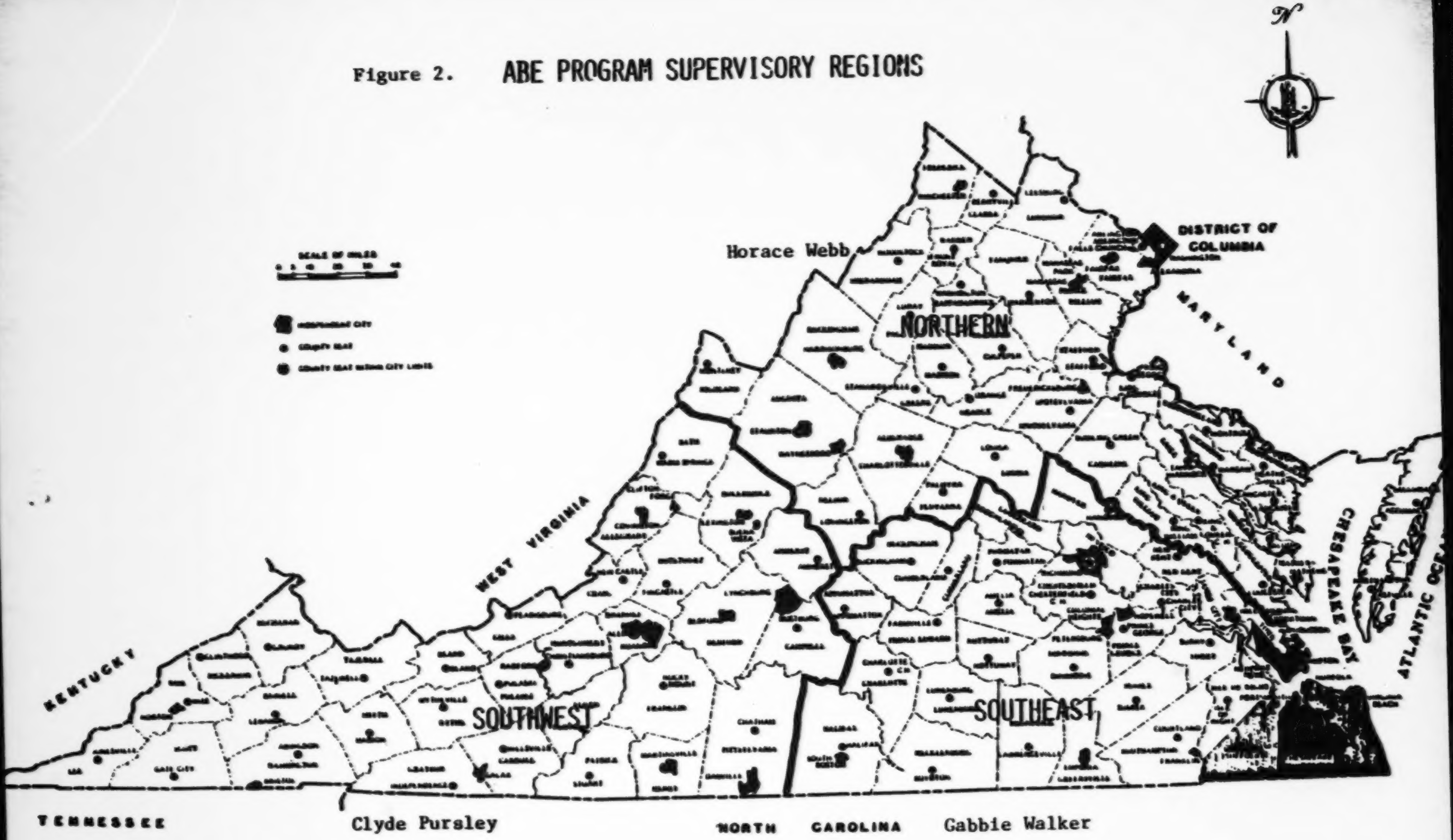
Table 4. ABE Program Supervisory Regions 1984-85

Region	Service Areas		Number of Students	Number Student Hours
	Sch Divs	Other*		
Northern	48	7	9,013	448,792
Southeast	45	7	10,283	470,118
Southwest	45	5	4,092	160,864
TOTALS	138	19	23,388	1,079,774

*(Includes institutions and special need groups, e.g., sheltered workshops, voc. rehab., community colleges, industry, prisons, etc.)

The numbers of school divisions and other programs served are nearly equal among the regions. The northern and southeast regions have more than double the number of students served in the southwest region. This is due

Figure 2. ABE PROGRAM SUPERVISORY REGIONS



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to the geographic nature of the region which is comprised of small programs in widely separated rural areas. One ABE supervisor is located in the southwest region while the other two reside in Richmond.

Regardless of the region served, there is a tremendous travel requirement if the supervisors are to visit the local programs in their regions and to provide technical assistance, in-service training, and all the other supervisory functions expected.

It is clear from this study and the two previous studies that local supervision by the state staff is inadequate. Many of the programs were not visited last year due to travel fund restrictions and central office administrative responsibilities. Local ABE supervisors have numerous other responsibilities and are part-time ABE. The program needs either more local supervision or better field supervision by the State staff. There seems to be a role conflict between the centralized State Department administrative demands and the need for field supervision and technical assistance for parttime local program personnel.

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Procedures for Setting 310 Funding Priorities

The 310 funding procedures now include input from a statewide ABE Participatory Planning Committee (PPC). The state staff and the PPC set the annual 310 funding priorities with data from previous needs assessments, local program reports and national data compiled by the Adult Education Advisory Council. All of the priorities are certainly addressing program needs and areas of concern. It is still not clear if the priorities are ranked in any manner that will provide for attending to the most important first.

Another area of concern is the evaluation of proposals for funding. Several examples have occurred where the agency or institutions funded were unable to complete the project satisfactorily.

Recommendation--State

Periodic needs assessments should be conducted to determine 310 priorities. Data should be obtained from state staff, PPC, local programs, institution of higher education, National Advisory Council, and the professional literature in adult education. The priorities should be ranked and continued until data indicate the problem has been solved or the need met. Priorities should be carefully screened to determine if another state has already studied or solved the problem. Numerous examples exist of several states solving the same problem. In many cases the solution could be shared and implemented with slight or no modifications.

Monitoring Procedures for 310 Funding

It is clear that adequate monitoring of the 310 projects has not occurred. In some cases of inadequate project performance it is doubtful if additional monitoring would have helped. It would, however, have identified unsatisfactory performance before the end of the project.

Recommendation--State

Criteria should be developed for ranking proposals and determining the ability and capacity of the grantee to conduct the proposed project. Monitoring should be conducted on a periodic basis by an objective party. It is a difficult or impossible role to be an advocate, e.g., technical assistant and a monitor evaluator at the same time. Perhaps the staff should monitor as a group, and individual supervisors should monitor projects other than those in their area. Part of this problem stems from lack of staff, thus reinforcing the previous recommendation for adequate supervisory staff.

State Level Concerns

Each member of the State staff was interviewed and given the opportunity to discuss various program concerns. This section will report the topics discussed.

Funding. Inflation, inadequate funding, and the subsequent loss of a supervisory position all emphasize the continued funding problem. All members of the staff feel that the program suffers from lack of funds. The state provides only the minimum required 10% matching for the federal funds. This indicates little support for the ABE program and concern for Virginia's approximately 1.08 million illiterate adults.

Leadership. The staff expressed concern about the numerous administrative changes over the past years and a need for additional leadership and more focused programmatic goals. Numerous examples were cited indicating poor communication within and between services and departments.

Field Supervision. Concern was expressed over lack of time to adequately monitor programs and 310 projects.

In-Service Training. Staff felt SAIL was good for new teachers but not very good for experienced teachers. Most felt that the regional training workshops had reached more teachers in specifically needed program areas. The need for a long-range coordinated in-service training plan was expressed.

An interesting point was made by two staff members concerning in-service training for the State staff in regard to certain types of technical assistance and project monitoring. It appears that the staff would like to receive some in-service training as well as provide it for local programs.

Deadlines. Concerns were indicated about various deadlines not being met or lateness in dissemination of guidelines, reports, etc.

Summary. In general, the state supervisory staff is very concerned over the lack of administrative support and inadequate funding to properly supervise local programs and 310 projects. Morale is fairly low, but all are optimistic concerning increased funding from the state and/or the federal grant. Pending organizational and administrative changes may alleviate the problem. Table 5, p. 42, shows the percentages of supervisory time devoted to various ABE program activities, including monitoring and giving technical assistance to ABE 310 projects throughout the state.

The Associate Director's ABE program activities have remained basically unchanged. The one significant change noted was a two percent change in in-service training activities. Historically this function had been primarily conducted by the supervisors.

The major changes here occurred among the ABE supervisors in their allocation of time and consultation from local supervision to program planning. The southeastern and northern area supervisors have approximately tripled their percentage of time spent on program planning while the southwestern area supervisor has increased his time by only one-third.

The largest change has occurred in the area of in-service training with a 140% increase in time allocated to this activity. The second

Table 5. Percentage of Total Professional Staff Time Allocated to ABE Program Activities

		Associate Director Adult Education Richmond Office	ABE Supervisor Richmond Office Southeastern Office	ABE Supervisor Richmond Office Northern Office	ABE Supervisor Abingdon Office Southwestern	Average % of Time Allocated	Average %age Change
		%	%	%	%	%	
Local Supervision & Consultation*	1978	2	25	35	35	24	
	1985	2	10	10	40	16	
	Change	0	-15	-25	+5		-33%
Program Planning*	1978	20	15	10	10	13	
	1985	20	40	35	15	27	
	Change	0	+25	+25	+5		+107%
Program Promotion*	1978	5	10	10	10	8	
	1985	5	10	5	5	16	
	Change	0	0	-5	-5		+100%
Curriculum Development*	1978	5	8	15	10	8	
	1985	4	0	0	5	12	
	Change	-1	-8	-15	-5		+50%
Materials & Equipment Selection*	1978	5	7	7	7	6	
	1985	4	0	0	5	12	
	Change	-1	-7	-7	-2		+100%
In-service Training*	1978	0	10	5	5	5	
	1985	2	20	15	7	12	
	Change	+2	+10	+10	+2		+140%
Program Evaluation*	1978	8	5	3	8	6	
	1985	8	10	15	8	10	
	Change	0	+5	+12	0		+66%
Reports & Correspondence*	1978	15	5	5	5	11	
	1985	15	5	10	10	10	
	Change	0	0	+15	+5		-9%
Non ABE Program Activities*	1978	40	15	10	10	19	
	1985	40	5	10	5	15	
	Change	0	-10	0	-5		-21%
TOTALS		100	100	100	100	100	

*Includes 309 Project Monitoring

largest change is in the area of program planning, with this area showing a 33% increase. Local supervision and consultation showed a 33% decrease.

It would appear from the changes indicated in Table 5 that since the reduction in staff and the addition of and increases in administrative requirements, e.g., program planning, reporting, monitoring, etc., local programs are not receiving adequate field supervision and technical consultation from the State staff.

State Staff's Assistance

Table 6, page 44, presents the local ABE supervisors' ratings of the State staff's assistance in local program activities. The two highest ratings were on Funding Procedures (MR = 4.01) and Fiscal Accounting (MR = 4.10). The lowest rating was received on Job Placement (MR = 2.94). Table 7, page 46, compares the changes in the mean ratings over the past 15 years.

The three largest positive changes occurred between the 1977 study and the current study in the following areas: Student Follow-up (+.65), Student Referral (+.55), and Program Promotion (+46). The largest negative change was in the area of Facilities Selection (-.24). The two largest positive changes over the 15-year period were in the areas of In-service Training (+.46) and Student Follow-Up (+.32).

Other areas that have shown good positive growth since the 1978 study are "Student Evaluation," "Student Accounting," "Program Staffing," "Program Research and Evaluation," and "Counseling."

In general, the State staff is doing an excellent job in most of the local program areas of concern given their increasing administrative duties previously discussed.

Table 6. Summary of ABE Supervisors Ratings of the State Staff's Assistance in Specified Program Areas

Program Area	Response Distribution				Mean Rating
	Rating	N	Percent	Percent Cumulation	5 pt. scale 1=poor 5=excellent
1. Facilities Selection	Miscode	18	22.785	88.785	
	Poor	2	2.532	25.316	
	Fair	4	5.063	30.380	
	Average	22	27.848	58.228	3.56
	Good	24	30.380	88.608	
	Excellent	9	11.392	100.000	
2. Student Evaluation	Miscode	11	13.924	13.924	
	Poor	2	2.532	16.456	
	Fair	2	2.532	18.987	
	Average	20	25.316	44.304	3.72
	Good	33	41.772	86.076	
	Excellent	11	13.924	100.000	
3. In-service Training	Miscode	3	3.797	3.797	
	Poor	1	1.266	5.063	
	Fair	5	6.329	11.392	
	Average	12	15.190	26.582	3.97
	Good	35	44.304	70.886	
	Excellent	23	29.114	100.000	
4. Materials & Equipment Section	Miscode	5	6.329	6.329	
	Poor	1	1.266	7.595	
	Fair	3	3.797	11.392	
	Average	16	20.253	31.646	3.91
	Good	36	45.570	77.215	
	Excellent	18	22.785	100.000	
5. Funding Procedures	Miscode	3	3.797	3.797	
	Poor	2	2.532	6.329	
	Fair	2	2.532	8.861	
	Average	14	17.722	26.582	4.01
	Good	33	41.772	68.354	
	Excellent	25	31.646	100.000	
6. Student Accounting	Miscode	9	11.392	11.392	
	Poor	1	1.266	12.658	
	Fair	3	3.797	16.456	
	Average	15	18.987	35.443	3.93
	Good	32	40.506	75.949	
	Excellent	19	24.051	100.000	
7. Fiscal Accounting	Miscode	8	10.127	10.127	
	Poor	1	1.266	11.392	
	Fair	2	2.532	13.924	
	Average	13	16.446	30.380	4.10
	Good	28	35.443	65.823	
	Excellent	27	34.177	100.000	

Table 6. (continued)

Program Area	Response Distribution				Mean Rating 5 pt. scale 1=poor 5=excellent
	Rating	N	Percent	Percent Cumulation	
9. Program Promotion	Miscode	7	8.861	8.861	
	Poor	1	1.266	10.127	
	Fair	6	7.595	17.722	
	Average	15	18.987	36.709	3.78
	Good	36	45.570	82.278	
	Excellent	14	17.722	100.000	
10. Curriculum Design	Miscode	12	15.190	15.190	
	Poor	1	1.266	16.456	
	Fair	2	2.532	18.987	
	Average	19	24.051	43.038	3.79
	Good	33	41.772	84.810	
	Excellent	12	15.190	100.000	
11. Program Research & Evaluation	Miscode	16	20.253	20.253	
	Poor	1	1.266	21.519	
	Fair	2	2.532	24.015	
	Average	13	16.456	40.506	3.87
	Good	35	44.304	84.810	
	Excellent	12	15.190	100.000	
12. Counseling	Miscode	17	21.519	21.519	
	Poor	4	5.063	26.582	
	Fair	8	10.127	36.709	
	Average	20	25.316	62.025	3.32
	Good	24	30.380	92.405	
	Excellent	6	7.595	100.000	
13. Job Placement	Miscode	28	35.443	35.443	
	Poor	6	7.595	43.038	
	Fair	12	15.190	58.228	
	Average	15	18.987	77.215	2.94
	Good	15	18.987	96.203	
	Excellent	3	3.797	100.000	
14. Student Referral	Miscode	24	30.380	30.380	
	Poor	4	5.063	35.443	
	Fair	10	12.658	48.101	
	Average	20	25.316	73.418	3.13
	Good	17	21.519	94.937	
	Excellent	4	5.063	100.000	
15. Student Follow-up of Drop-outs and Successful Completions	Miscode	24	30.380	30.380	
	Poor	4	5.063	35.443	
	Fair	11	13.924	49.367	
	Average	16	20.253	69.620	3.18
	Good	19	24.051	93.671	
	Excellent	5	6.329	100.000	

Table 7. Comparison of 1970-71, 1977-78 and 1984-85 ABE Supervisors Ratings of State Staff's Assistance

	Program Area	5 pt. scale--5=highest, 1=lowest (Mean Ratings)			Difference	Significance of Difference
		1970	1978	1985	1970-85	
1.	Facilities Selection	3.67	3.80	3.56	-.11	NS
2.	Student Evaluation	3.58	3.42	3.72	+.14	NS
3.	In-Service Training	3.51	3.98	3.97	+.46	>.01
4.	Materials & Equipment Selection	3.82	3.72	3.91	+.09	NS
5.	Funding Procedures	4.22	3.88	4.01	-.21	NS
6.	Student Accounting	3.83	3.72	3.93	+.10	NS
7.	Fiscal Accounting	4.12	4.04	4.10	+.02	NS
8.	Program Promotion	3.57	3.32	3.78	+.21	NS
9.	Program Staffing	3.73	3.53	3.74	+.01	NS
10.	Curriculum Design	3.68	3.66	3.79	+.11	NS
11.	Program Research & Evaluation	3.71	3.55	3.87	+.16	NS
12.	Counseling	3.29	3.02	3.32	+.03	NS
13.	Job Placement	2.94	2.52	2.94	.00	NS
14.	Student Referral	3.06	2.58	3.13	+.07	NS
15.	Student Follow-up of Drop-outs and Successful Completions	2.86	2.43	3.18	+.32	>.01

Recommendation

The State Supervisory Staff should be increased to allow reasonable geographic areas of supervision, e.g., program monitoring and technical assistance. The part-time nature of the local programs increases the need for more adequate field supervision. The current staffing arrangement does not provide the opportunity to visit local programs at least twice a year.

Student Personnel Services

In the last study (1978) 75% of the ABE supervisors said their teachers did not have access to a trained counselor. The current study indicates that approximately 65% do not have access to a trained counselor. This represents a decrease from the 1978 figure of ten percentage points.

Table 8, p. 48, compares the current student personnel services provided by local programs with the two previous studies. The current study indicates that 82% of the programs do individual student testing. This represents the largest increase of 32.4 percentage points from the 1970 study. All of the student personnel services has shown positive gains since the 1970 study with the exception of "Job Placement" (-1.6) and "Occupational, Vocational and Educational Information" (-0.5), which indicated very small negative changes.

Some 39.2% indicated counseling was provided to the students. This finding, coupled with the previous finding that some 75% of the teachers do not have access to a trained counselor, indicates that personal and vocational counseling services are not readily available to most ABE students.

Table 8. Specific Student Personnel Services in Local ABE Programs

Student Personnel Service Provided	1970 %	1978 %	1985 %	Difference 1970-1985	Significance of Difference
Group Testing	51.5	48.3	55.6	+4.1	NS
Individual Testing	49.8	80.0	82.2	+32.4	>.01
Counseling	34.9	35.0	39.2	+4.3	NS
Occupational, Vocational Educational Information	23.2	23.3	22.7	-0.5	NS
Job Placement	9.1	15.0	7.5	-1.6	NS
Drop-out Follow-up	21.6	31.6	43.0	+21.4	>.01
Successful Completion Follow-up	11.6	16.6	18.9	+7.3	NS
Student Records	41.5	63.3	44.3	+2.8	NS
Other	1.7	3.3	5.0	+3.3	NS

Recommendation--State

The 1978 recommendation appears to be still valid based on the 1985 data. Some progress has been made in most of the student personnel functions, and workshops have been conducted on testing and counseling techniques.

Part-time trained counselors should be hired by each program based on a formula of students enrolled. It is most evident that this population needs individual testing, counseling, placement, and follow-up. If the ABE teacher must perform the student personnel functions, then special in-service training should be provided in testing and counseling techniques.

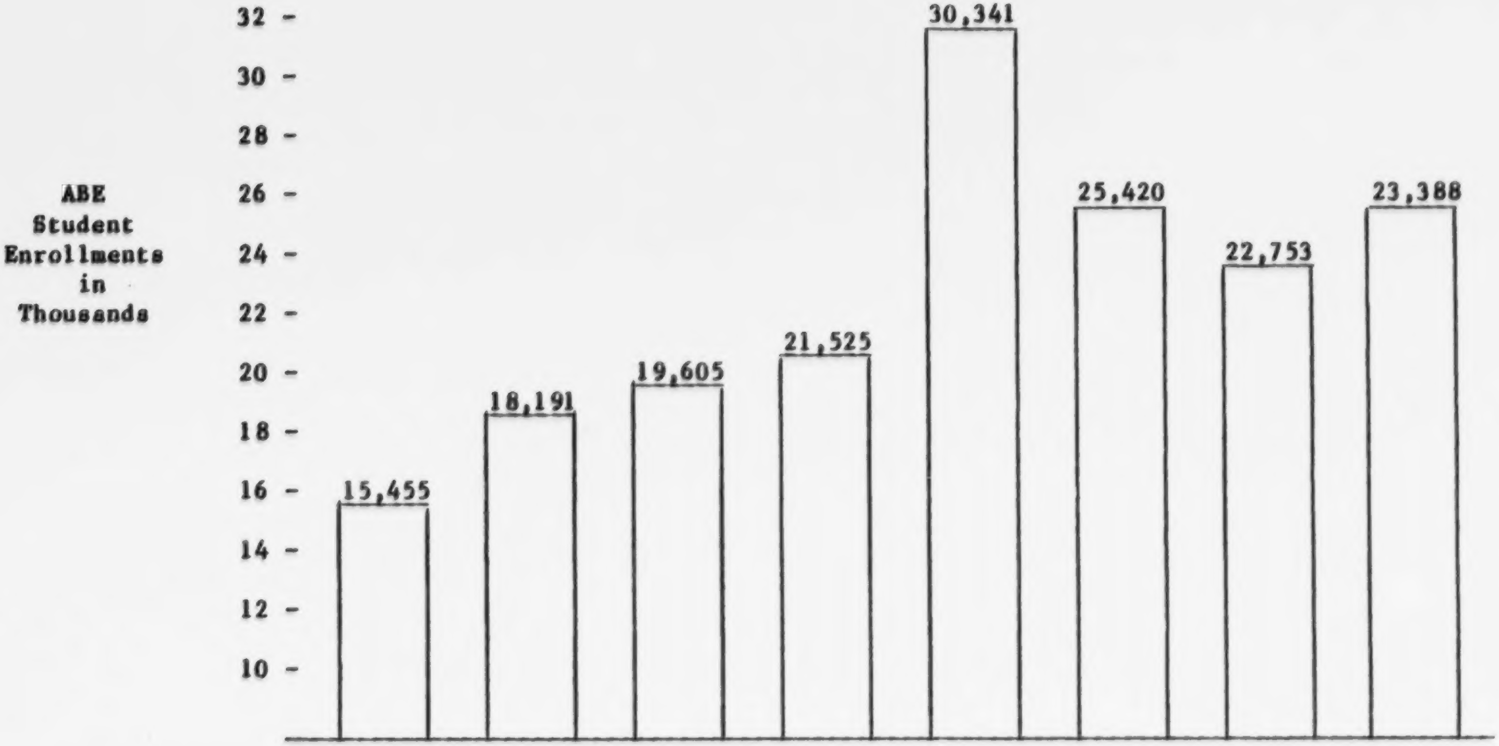
Student personnel services are as important as instruction and complement each other. The high dropout rate among ABE students is probably attributable, in part, to inadequate student personnel services. Teacher allocation formulas should take into account the demands of performing student personnel functions as well as instruction. Either provide the teachers with adequate time to provide student personnel services or hire part-time student personnel workers.

Instructional Programs

This section will compare broad state level instructional program factors. Specific local instructional program factors will be presented in a subsequent section.

Program Growth

Figure 3, page 51, shows the growth in ABE student enrollments since 1977. In 1970 the program enrollment was 9,750 or .68% of the target population.



Fiscal Years	1977	1978	1979	1980	1981	1982	1983	1984
% of target population enrolled	1.07*	1.26*	1.36*	1.83	2.58	2.16	1.93	1.99

*Based on 1970 census target population of 1,442,498

ABE/Secondary Target Population (1980 Census) = 1,177,007 who are 25 years old or older who do not have a diploma.

Figure 3. ABE Program Growth Since 1977

This grew to 1.07% of the target population, or 15,455 students, in 1977 and to 1.99 (23,388 students), or approximately 2%, of the target population in 1984. This represents an increase of 51% in enrollments and a .57% increase in percentage of target population served from 1970 to 1985.

Growth in ABE program funding sources is presented in Table 9 below. Federal funds have increased from $1,132,973 in 1970, to $2,358,691 in 1984. This is a 108% increase in federal funding over the 15-year period. State funds have grown from $13,839 in 1977, to an estimated $21,000 in 1984, for an approximate 52% increase. Figures for the state expenditures prior to 1977 were not available. It is clear that the state funds have not increased proportionally to federal funding.

The federal funding requires 10% matching, and it appears that Virginia has only provided the required matching in order to receive the federal funding. Total funds for the ABE program have remained fairly constant since 1980, although the student enrollments and populations have steadily grown.

Table 9. ABE Program Funding Sources 1977-1984

Fiscal Year	Federal Funds	State Funds	Local Funds
1977	1,677,312	13,839	312,857
1978	1,903,090	15,657	331,622
1979	2,150,527	16,266	460,809
1980	2,373,823	19,852	458,277
1981	2,373,823	17,975	478,262
1982	2,373,823	20,677	556,122
1983	2,045,517	19,384	577,100
1984	2,358,691	21,000 est.	582,863

In 1970, 55% of the school divisions in Virginia participated in the ABE program. In 1977, some 68% of the school divisions were participating and in 1985, some 121 or 87% of the 139 school divisions have ABE programs. Participating school divisions have shown an increase of 19 percentage points over the last eight years and an increase of 32 percentage points over the last 15 years.

Program Facilities--Class Locations

Over two-thirds (69.3%) of ABE programs are offered in public elementary and secondary school facilities, as shown in Table 10. The "other" category which includes special programs, military bases, and correctional institutions accounts for 10.6% of the facility types.

Table 10. Distribution of ABE Classroom by Facility Type

Type of Facility	Percentage 1970	1978	1985	Difference 1970-1985	Significance of Difference
Elementary School	42.4	30.0	34.2	-8.2	NS
Secondary School	39.8	30.0	35.1	-4.7	NS
Voc-Tech School	4.3	10.0	11.2	+6.9	NS
Church	2.0	1.3	2.1	+0.1	NS
Neighborhood Center	2.6	3.7	3.7	+1.1	NS
Storefront Building	.2	---	---	----	NS
Community College	.0	2.5	3.1	+3.1	NS
Other (Sheltered Workshops, Military Bases, Correctional Institutions, Vocational Rehab., etc.)	8.7	22.5	10.6	+1.9	NS
TOTALS	100.00	100.00	100.00		

Since the 1970 study there has been a 12.9% move away from elementary and secondary school locations. The largest increase (6.9%) has been in voc.-tech. locations. Community college participation has increased from none in 1970 to 3.1% in 1985.

The other category of special programs, military, corrections, etc., accounts for 10.6% of the current programs locations and has shown an overall growth of 1.9 percentage points since 1970.

The percentage (34.2) of programs located in elementary schools is still high, and community college participation is still low. It is not clear if this is due to lack of funds or the desire not to have a literacy program.

Recommendation--State

The previous recommendation is still valid. Continuing efforts should be made to move ABE classes out of elementary schools for obvious psychological and physical reasons. More utilization of community colleges, churches, voc.-tech. centers, and neighborhood centers should be explored.

Program Facilities--Classroom Facilities

A summary of the ABE supervisors' ratings of classroom facilities and comparisons with the 1970 and 1978 study are presented in Table 11, p. 54. All are in the "average" range and four are in the "good" range. "Storage space" (3.05) continues to be the lowest rated item. None of the facilities were rated excellent.

Table 11. Summary of ABE Supervisors Ratings of Specified Classroom Facilities

	Classroom Facility	Mean Ratings 1=lowest, 5=highest 1970	1978	1985	Change 1970-1985	Significance of Difference
1.	Physical Location	3.93	3.86	4.21	+.28	>.01
2.	Furnishings (study tables and desks, etc.)	3.67	3.67	3.94	+.18	NS
3.	Study Environment	4.00	4.01	4.08	+.08	NS
4.	Lighting	3.89	3.94	4.14	+.25	>.01
5.	Heating	4.13	3.76	3.94	-.19	NS
6.	Cooling	2.58	3.26	3.38	+.80	>.01
7.	Audio-Visual Equipment	4.07	3.70	3.59	-.48	>.01
8.	Personal Conveniences (restrooms, water, etc.)	4.00	3.88	4.06	+.06	NS
9.	Private Space for Interviews and Counseling	3.23	3.10	3.22	-.01	NS
10.	Storage Space	2.93	2.79	3.05	+.12	NS

Recommendation--State

Additional storage spaces should be provided. Private spaces for counseling and interviewing should be designated. Audio-visual equipment should be made available. Continued efforts should be made to raise the six average ratings to "good" or "excellent."

Curricula Design

Instructional Calendar. The ABE supervisors' and teachers' preferences for instructional calendar options are presented in Table 12. Some 62.4% of the teachers and 65.8% of the supervisors prefer the "Public School Year" calendar. Approximately one-fifth (20.3%) of the supervisors and approximately one-fourth (26.4%) of the teachers would prefer a "Twelve Month" calendar. The largest decline (-8.9%) since 1970 has been the supervisors' preference for the public school calendar.

Table 12. Instructional Calendar Preferences of ABE Supervisors and Teachers

Position Title	Type Calendar	Preferences Percentage 1970	1978	1985	Change 1970-1985	Significance of Difference
ABE Supervisors	Public School Year	74.7	66.7	65.8	-8.9	NS
	Twelve Months	16.9	21.0	20.3	+3.4	NS
	Quarters/ Semesters	6.0	----	10.1	+4.1	NS
	Other	2.4	1.6	3.8	+1.4	NS
Totals		100.0	100.0	100.0		
ABE Teachers	Public School Year	61.4	56.5	62.4	+1.0	NS
	Twelve Months	25.3	35.0	26.4	+1.1	NS
	Quarters/ Semesters	12.3	7.3	9.4	-2.9	NS
	Other	0.8	1.2	1.8	+1.0	NS
Totals		100.0	100.0	100.0		

ABE supervisors (97.4%) and teachers (94.2%) indicated an almost unanimous preference for "open enrollment" at any time during the school calendar year. This preference for "open enrollment" has remained nearly constant over the past 15 years.

Recommendation--State

Programs that can attract students in the summer and that have readily available staff should attempt to remain open in the summer. It appears that skill losses and dropouts occur over the summer months.

Table 13. Initial Student Enrollment Dates

Initial Enrollment Year	Number	Percent
Prior to 1980	32	3.0
1980	8	1.2
1981	8	1.2
1982	29	2.7
1983	53	5.0
1984	550	51.5
1985	389	36.4
TOTALS	1,069	100.0

In 1970, 31.3% of the currently enrolled students had initially enrolled in 1970. In 1985, the figure is 36.4%, an increase of 5.1 percentage points over the 15-year period. As in the previous two studies, the bulk (87.9%) of the currently enrolled students have been with the program two years. Only 8.1% of the currently enrolled students have been with the program more than three years. This means that approximately 89% (87.9) of the student population has to be recruited and enrolled every two years.

Attendance Patterns. Table 14 on the following page summarizes the students' attendance patterns. Mondays (N-765) and Thursdays (N-708) appear to be the most popular day of attendance. The frequencies are fairly evenly distributed among the first four days of the school week. The days of poorest attendance are Friday (15%) and Saturday (7.6%).

Nights account for over one-third (37.2%) of the attendance with mornings being most popular (47.0%).

Table 14. Summary of Students' Daily Attendance Patterns

Day of Week	Time of Day			Total Weekly Attendance	
	Morning	Afternoon	Night	N	Percent
Monday	315	89	361	765	21.0
Tuesday	307	115	251	673	18.4
Wednesday	315	95	265	675	18.5
Thursday	301	114	293	708	19.5
Friday	262	98	187	547	15.0
Saturday	211	63	0	274	7.6
TOTALS	1,711	574	1,357	3,642	100.0
Percentage of Total Weekly Attendance	47.0	15.8	37.2	100.0	

A comparison of the percentage changes in attendance patterns between the 1970 study and the 1985 study are presented in Table 15, page 58. Monday, Tuesday and Thursday have shown small decreases in program attendance while Friday and Saturday have shown increases. The long-range trend appears to be that more students are attending on Friday and Saturday.

Table 15. Comparison of Attendance Pattern Changes

Day of Week	Percent of Total Weekly Attendance 1970	1978	1985	Change 1970-85	Significance of Difference
Monday	28.7	24.0	21.0	-6.3	NS
Tuesday	25.3	22.3	18.4	-6.9	NS
Wednesday	14.4	20.5	18.5	+4.1	NS
Thursday	26.7	26.0	19.5	-7.2	NS
Friday	4.3	7.0	15.0	+9.7	NS
Saturday	0.6	0.2	7.6	+7.0	NS
TOTALS	100.0	100.0	100.0		

Recommendation--State

Local programs should look very closely at their own attendance patterns and, if staff is available, consider intensive Saturday programs. This would be one strategy for increasing a student's "time on task" or weekly attendance hours. It would perhaps also accommodate some students whose work schedule prevents attendance during the regular work week.

Instructional Strategies

Class Grouping. Teachers indicated that 81.5% use heterogeneous grouping within their classes. This figure has dropped from the 89.3% reported in 1978. This shows that approximately 20% of the teachers group students and that most teachers use individualized instructional techniques. Table 16, page 59, shows the groupings of students in the various ABE instructional levels and the percentage change from 1970-85.

Table 16. Distribution of Students
Specified Instructional Levels

Instructional Level	Students Enrolled				Significance of Difference
	Percentage			% Change	
	1970	1978	1985	1970-85	
Level I (Grades 1-3)	28.4	24.2	14.0	-20.2	>.01
Level II (Grades 4-6)	36.6	27.6	35.8	+8.2	NS
Level III (Grades 7-8)	35.3	26.9	36.6	+9.7	NS
ESL (All levels)	—	—	13.6	+13.6	>.01
TOTALS	100.0	100.0	100.0		

Level I (Grades 1-3) has shown a steady decline since 1970 and has experienced the largest decline of the three ABE instructional levels. Levels II and III have shown moderate increases, +8.2 and +9.7, respectively, since the 1978 study but have remained nearly constant over the 15-year period. ESL levels were not reported in the 1970 or 1978 study. ESL now accounts for approximately 13.6% of the total enrollment which is a fairly dramatic increase over the past five years. It appears that the Level I students are the hardest to recruit and keep in the program.

Recommendation--State

Additional efforts should be made to recruit Level I students. Most of these are non-readers or very poor readers, so recruitment will have to be conducted in non-traditional ways such as student-to-student, person-to-person, TV, radio, visually, etc.--any way that is non-print oriented.

Instructional Techniques

The two most widely used instructional strategies are "individual tutorial" and "small group instruction." Combined, these two techniques account for approximately half (45.9%) of the student's instruction. An additional one-fifth (20.1%) of the student's time is spent studying "traditional texts and workbooks." The smallest percentage (2.2%) of instructional time is allocated to "field trips." Table 17 summarizes the average percentages of time students engage in various instructional techniques.

Table 17. Average Percentage of Time Per Week Students Engage in Specified Instructional Techniques

Instructional Technique	Average % of Total Instructional Time			Difference	Significance
	1970	1978	1985	1970-85	of Difference
Traditional Text and Workbooks	16.1	19.5	20.1	+4.0	>.01
Class Lectures	13.4	13.4	14.2	+0.8	>.01
Individual Tutorial	18.7	21.0	23.4	+4.7	>.01
Programmed Instruction	16.1	11.5	7.2	-8.9	>.01
Audio-Visual Presentation	15.2	10.8	22.5	+6.6	>.01
Small Group Instruction	17.1	18.8	22.5	+5.4	>.01
Field Trips	12.1	2.1	1.8	-10.3	>.01
Other	2.5	2.9	2.2	-0.3	NS
TOTALS	100.0	100.0	100.0		

All of the observed differences were significant beyond the .01 level with the exception of the "other" category.

Recommendation--State

Audio-visual presentations have steadily declined over the past fifteen years. Efforts should be made to locate and disseminate appropriate films, filmstrips, audio tapes, records, and video-tapes.

These are valuable teaching resources. An audio-visual library should be established that loans AV materials for adult teachers and students.

Staff Training

Since the 1970 study, a great variety of in-service training opportunities have been provided by both 310 project funding and course offerings by state colleges and universities. Table 18 summarizes the ABE teachers' and supervisors' ratings of the in-service training activities.

Table 18. Summary of In-Service Training Program Ratings

Rater	Rating	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
ABE Supervisors	Adequate	29.6	46.7	73.4	+43.8	>.01
	Not Sure	12.2	13.3	13.9	+1.7	NS
	Inadequate	58.2	40.0	12.7	-45.5	>.01
TOTALS		100.0	100.0	100.0		
ABE Teachers	Adequate	35.5	37.7	60.1	+24.6	>.01
	Not Sure	16.9	18.0	12.7	-4.2	NS
	Inadequate	47.6	44.3	27.2	-20.4	>.01
TOTALS		100.0	100.0	100.0		

Overall the teachers' and supervisors' ratings of the in-service training programs are dramatically increasing. Some 73.4% of the supervisors and 60.1% of the ABE teachers rate the in-service training programs as "adequate." Over the past fifteen years the ABE supervisors' in-service training ratings of "adequate" have risen from 29.6% to 73.4%. The ABE teachers' ratings of "adequate" have risen from 35.5% to 60.1%. Both of these increases are significant beyond .01 level. These increases indicate that the state staff and local supervisors and teachers have significantly improved their in-service training programs. Some 12.7% of the supervisors and over one-fourth (27.2%) of the teachers rate the in-service training programs as "inadequate."

Table 19 indicates participation in various types of in-service training. ABE supervisors' participation in local workshops has remained fairly constant over the 15-year period. Their greatest increase, +69.6 percentage points, was in the area of Regional Institutes and Workshops. College Credit Courses showed the second highest, +31.2 percentage points, since 1970.

Table 19. Percentage of Participation in Various Types of In-Service Training

Staff Position	Types of In-service Training	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
ABE Supervisors	Local Workshops	73.1	6.9	79.7	+6.6	NS
	Regional Institutes	16.4	75.9	86.0	+69.6	>.01
	College Credit Courses	3.0	15.5	34.2	+31.2	>.01
	Other	7.5	1.7	11.3	+3.8	NS
ABE Teachers	Local Workshops	55.6	38.3	76.3	+20.7	>.01
	Regional Institutes	15.3	35.4	57.8	+42.5	>.01
	College Credit Courses	16.7	17.4	42.7	+26.0	>.01
	Other	12.4	8.9	9.8	-2.6	NS

The ABE teachers showed the same types of increases with +42.5 percentage points in "regional" training activities and +26.0 percentage points in college credit courses. The increase in college credit courses is directly related to the availability of adult education courses and degree programs at several of the State's institutions of higher education.

Recommendation--State

More local participation in cluster training and regional workshops should be promoted. Funds should be allocated from local programs to allow more teachers to participate in SAIL and/or other statewide and regional training programs. Delivery systems and packages for local in-service training should be developed and implemented. Funds should be allocated for required minimal levels of local training activities.

This concludes the presentation, discussion, and recommendations for the state level factors. The following section will treat local program factors.

Local Program Factors

This section will treat a variety of local program factors including: (1) program supervision, (2) program promotion, (3) instruction, (4) student personnel services, (5) students, (6) in-service training, and (7) program evaluation.

Local Organization and Staffing Organization. Most ABE programs are administered through the local school divisions. Three are operated by regional control boards in voc-tech centers, one by Eastern Shore Community

College, and one by Virginia Commonwealth University. In addition, the Rehabilitative School Authority operates a number of programs within the State Correctional System.

School Division Superintendents

Only those superintendents from non-participating school divisions were sent questionnaires. Twenty-two school divisions were identified as not having ABE programs. Of the 22 identified, 19 (86%) responded.

Sex. All of the respondents were male.

Age. Their average age was 50.4 years.

Professional Training and Experience. Forty-two percent of the respondents had doctor's degrees and all had eleven or more years experience in the public school system and an average of 4.8 years in their current positions.

Reasons for Non-Participation. Table 20 on the following page indicates the frequency distribution of reasons for "non-participation" in the ABE program. The three major and most frequently indicated reasons for non-participation was "no demand from residents" (37.5%), "lack of matching funds" (25.0%) and "no need for program" (16.6%). Only one division indicated that it had not been contacted in regard to establishing a program. The average numbers of contacts by the State Adult Education Service with the non-participating school division superintendent was 4.3.

Table 20. Distribution of Reasons for Non-Participation

Reasons	N	Percent
1. Unaware of funds	0	0.0
2. Lack of matching funds	6	25.0
3. No need for program	4	16.6
4. Lack of community support	3	12.5
5. No demand for program from local residents	9	37.5
6. Have not been contacted in regard to establishing a program	1	4.2
7. Racial tensions and resistance	1	4.2
Totals	24	100.0

Seven indicated "no contact" with the State Adult Education Service. Over half (52.6%) of the non-participating superintendents indicated that they were interested in learning more about the ABE program. Over one-third (36.8%) said they were interested in establishing ABE classes in their school divisions.

The 22 non-participating school divisions represent 16% of Virginia's 139 school divisions. According to the 1980 census, there are some 35,372 adults with less than an eighth-grade education and 79,141 adults 25 years of age and older with less than a high school education in the 22 non-participating school divisions.

Recommendation--State

Local needs assessments should be conducted in the non-participating school divisions. Given the census data, it is difficult to accept the concept that no need exists. The needs assessment data should be presented to the non-participating school divisions, and citizens' groups should request that programs be established. If the non-participating school division maintains its position, then an alternative delivery system should be funded, e.g., non-profit institution, college, community college, church, professional organization, etc.

Local ABE Supervisors

Local supervisors, DIAL program coordinators,and learning center coordinators were all given the same survey forms. Correlations were computed among the three groups. The high-positive correlations were all significant and the three groups were not significantly different from each other therefore, the three groups were combined and reported in the Local ABE Supervisors section.

Demographic Profile

Sex. Seventy-five percent of the local ABE supervisors are male and 25% are female. This represents seven percentage points increase over the 1978 study and ten percentage points increase over the 1970 study. This indicates that the number of women holding ABE supervisor positions is slowly increasing.

Age. Table 21, page 67, presents the age distribution. The average age is 46.8 years. Approximately one-fourth (26.5%) of the supervisors are under 40 and approximately one-fourth (24.1%) are 65 and over. Only 5.1% are above 60 years of age. The greatest increase since the 1970 study is in the 35-39 age bracket. None of the increases were statistically significant.

Table 21. ABE Supervisors Age Distribution

Interval	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
20 - 24	1.2	0.0	0.0	-1.2	N.S
25 - 29	4.9	1.8	6.5	+1.6	N.S
30 - 34	7.4	23.6	5.0	-2.4	N.S
35 - 39	23.6	10.9	13.9	+2.7	N.S
40 - 44	9.9	12.7	21.5	+10.3	N.S
45 - 49	18.5	12.7	21.5	+3.0	N.S
50 - 54	11.1	20.0	7.5	-3.6	N.S
55 - 59	11.1	7.4	13.9	+2.8	N.S
60 - 64	8.6	10.9	6.3	-2.3	N.S
65 - 69	2.5	0.0	0.0	-2.5	N.S
70 - 74	0.0	0.0	5.2	+5.2	N.S
75 - 79	0.0	0.0	0.0	----	---
80 - 84	1.2	0.0	0.0	-1.2	N.S
Totals	100.0	100.0	100.0		

Marital Status and Race. Table 22 on page 68 summarizes and compares the marital status and race distribution changes over the eight-year period. Since 1970 the racial distribution has shifted 5.8 percentage points from Caucasian to Negro. Currently 77.2% of the local ABE supervisors are Caucasian and 22.8% are Negro.

Table 22. Marital Status and Racial Distribution of Local ABE Supervisors

Category	Racial Type or Marital Status	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Race	Caucasian	83.0	83.0	77.2	-5.8	NS
	Negro	17.0	17.0	22.8	+5.8	NS
	Mongoloid	0.0	0.0	0.0	----	
	Other	0.0	0.0	0.0	----	
Totals		100.0	100.0	100.0		
Marital Status	Single	8.4	10.0	6.3	-2.1	NS
	Married	84.4	80.0	87.3	+2.9	NS
	Separated	0.0	0.0	1.3	+1.3	NS
	Divorced	3.6	6.6	5.1	+1.5	NS
Totals		100.0	100.0	100.0		

Professional Training and Experience

College Training. Table 23, on page 69, compares and summarizes the supervisors' professional college, training, state certification and graduate course work in adult education from 1970 to 1985. The percentage of ABE supervisors has risen 21.3 percentage points since 1970. Approximately 92% of the ABE supervisors have master's degrees and 81% hold post-graduate professional certificates. This represents a 12.2 percentage point increase since 1970.

The most dramatic increase, 21.9 percentage points, has been in the number of supervisors who have taken six or more graduate hours in adult education. The largest significant change (30.1%) occurred in the area of supervisors who indicated that they had no graduate courses in adult education. This is undoubtedly attributable to the graduate adult education courses offered by the various state institutions.

Table 23. Summary of ABE Supervisors' College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	1978	1985	Difference 1970-80	Significance of Difference
College Training	Doctorate	1.2	3.3	2.5	+1.3	NS
	Master's	71.1	91.7	92.4	+21.3	>.01
	Bachelor's	25.3	5.0	3.8	-21.5	>.01
	Less than Bachelor's	2.4	0.0	1.3	-1.1	NS
Totals		100.0	100.0	100.0		
State Certification	Post-Graduate Professional	68.8	83.1	81.0	+12.2	>.01
	Collegiate Professional	27.5	15.2	11.4	-16.1	>.01
	Collegiate	2.5	0.0	6.3	+3.8	NS
	Vocational-Industrial Education	1.2	1.7	1.3	+0.1	NS
	Special Education	0.0	0.0	0.0	----	----
Totals		100.0	100.0	100.0		
Graduate Course Hours in Adult Education	None	74.4	61.7	44.3	-30.1	>.01
	1 - 3	14.6	18.3	22.8	+8.2	NS
	6 or more	11.0	20.0	32.9	+21.9	>.01
Totals		100.0	100.0	100.0		

Types of Endorsements. Table 24 indicates the top ten types of endorsements held by ABE supervisors. Those with less than 2% were not reported. Some 11% were placed in the "miscellaneous" category, and they ranged from the various content areas to elementary guidance counselor.

Table 24. Summary of ABE Supervisors Certificate Endorsement

Type of Endorsement	Percentage
Secondary Principal	24
Primary Principal	15
Director of Instruction	11
Director of Vocational Education	10
General Supervisor	5
Assistant Superintendent for Instruction	5
Health and P.E.	5
Agricultural Education	4
Secondary Guidance Counselor	3
1-7 Elementary	3
4-7 Elementary	2
Elementary School Supervisor	2
Miscellaneous	11
Total	100

In 1970, English was the most frequent endorsement. In 1985, the most frequent endorsement was "secondary principal" (24%). Some 22% are from elementary education areas. Directors of instruction and vocational education account for 21% of the endorsements. In general, the endorsements are more related to adult education than they were in 1970.

Recommendation—State

ABE supervisory positions should be filled with personnel having training and experience with adult education. Persons with unrelated endorsements should only be hired if no one else is available. Consideration should be given to persons with special education endorsements. ABE is a form of special education, and many students have learning difficulties.

Efforts should be continued to initiate an endorsement for adult education. Until such time as personnel with adult education training are available, positions should be filled from closely related areas of vocational education, industrial education, reading, special education, etc.

Occupational Experience

The most frequently listed primary occupation of the ABE supervisors (20.2%) was "Adult Education Supervisor." The next in rank (10.1%) was "Supervisor of Vocational Education." Only 7.5% of the current ABE supervisors listed "ABE Supervisor" as their primary occupation. Some 60% of the current supervisors come from school administrative positions. The remaining 40% are from a wide range of primary occupations from "homemaker" to "counselor."

Adult Education Experience

Initial Interest. A comparison of the sources of initial interest in the ABE program are presented in Table 25, page 72. Currently the two major contacts or source of interest are the local principal (29.1%) and the local superintendent (21.7%)

Table 25. Source of Initial Contact with ABE Program

Source of Contact or Interest	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
ABE Teacher	14.8	20.0	19.0	+4.2	NS
ABE Supervisor	11.1	26.7	18.9	+7.8	NS
State Assistant ABE Supervisor	25.9	11.7	1.2	-24.7	>.01
Colleges or Universities	0.0	1.7	2.5	+2.5	NS
ABE Students	3.7	5.0	1.3	-2.4	NS
Local Principal	12.4	6.6	29.1	+16.7	>.01
Local Superintendent	19.8	20.2	21.7	+1.9	NS
ABE Workshop	3.7	5.0	3.8	+0.1	NS
Other	8.6	3.1	2.5	-6.1	NS
Totals	100.0	100.0	100.0		

Since 1970, the largest changes have been the increase (+16.7%) in the local principal as the initial contact and the largest decrease (-24.7%) in the "State Assistant Supervisor" as the source of initial ABE program contact. It appears that as the programs have become institutionalized or older, the local programs have taken over most of the staff recruitment responsibility.

Supervisory Experience. Table 26 on the following page, indicates the length of tenure of the current ABE supervisors. Only 6.39% have less than six months service and 67.1% have four or more years of service. In 1970, 30.1% had less than three years' tenure and only 16.9% had four or more years. This indicates that over two-thirds of the ABE supervisors are remaining with the program and that since 1970 the numbers of supervisors with four or more years' service has increased 50.2 percentage points.

Table 26. Summary of ABE Supervisors' Length of Service in Current Positions

Months of Tenure	Percentage 1970	1978	1980	Difference 1970-80	Significance of Difference
0-5	4.8	8.3	6.3	+1.5	NS
6-11	16.9	10.0	7.6	-9.3	NS
12-23	10.8	13.3	2.5	-8.3	NS
24-35	30.1	10.3	6.4	-23.7	>.01
36-47	20.5	16.4	10.1	-10.4	NS
48 or more	16.9	41.7	67.1	+50.2	>.01
Totals	100.0	100.0	100.0		

Other Adult Education Experience. As indicated in Table 27, page 74, over two-thirds (68.1%) of the supervisors have had experience as an ABE teacher. This is an increase of 12.3 percentage points since the 1970 study. There is a decrease from 23.1% to 16.7% in appointments of ABE supervisors from non-adult education experience areas. The large percentage of supervisors who have had experience as ABE teachers is excellent.

Table 27. Current ABE Supervisors' Prior Adult Education Work Experience

Prior Experience	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
Assistant ABE Supervisor	9.6	2.4	6.3	-3.3	NS
ABE Student	1.7	0.0	1.3	-0.4	NS
Teacher	55.8	64.8	68.1	+12.3	NS
Counselor	9.6	9.5	7.6	-2.0	NS
Other	23.1	23.8	16.7	-6.4	NS
Totals	100.0	100.0	100.0		

Supervisory Activities

Time Allocation. Some 87% of the supervisors work part-time and 13% holding full-time positions. The number of supervisors working fulltime in ABE has increased from 5% in 1970 to 13%. This is an increase of eight percentage points, but the program is basically supervised by part-time personnel. Table 28, page 75, indicates the number of hours allocated per month to ABE supervisory activities.

Over half (59.4%) of the current supervisors spend no more than 20 hours per month on ABE activities. This amounts to five hours a week, or one hour per day. The largest increase (+10.7%) has been in the number of supervisors who spend no more than 15 hours per month in ABE supervisory activities. This tends to indicate that a larger percentage of supervisors are spending less and less time on ABE.

Table 28. Distribution of the Number of Hours Allocated Per Month to ABE

Time Span	Interval	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Monthly	More than 30	16.9	20.3	20.1	+3.2	NS
	26 - 30	8.4	6.8	8.9	+0.5	NS
	21 - 25	18.1	10.2	11.6	-6.5	NS
	16 - 20	19.3	18.6	11.4	-7.9	NS
	11 - 15	37.3	44.1	48.0	+10.7	NS
Totals		100.0	100.0	100.0		

Time Allocated to Program Activities. Overall, the ABE supervisors' amount of time allocated to specific program activities has not significantly changed since 1970. The greatest increase, 8.2 percentage points, was in the area of direct supervisory activities. Currently, supervisors spend approximately one-fifth (20.5%) of their time in direct supervision of ABE activities. The two other largest areas are "Fiscal and Program Reporting" (14.3%) and "Program Promotion" (13.6%). Table 29 on the following page summarizes the supervisors' allocation of time to various supervisory activities. It is interesting to note that the supervisors are slowly decreasing the amount of time spent since 1970 in selection of teachers (-6.0%). This appears to indicate that more and more teachers are available and willing to work with ABE students, therefore reducing the ongoing "teacher recruitment" activities of the ABE supervisor.

Table 29. Average Percentage of ABE Supervisors' Time Allocated to Specific Program Activities

Program Activity	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Direct Supervisory Activities	12.3	23.5	20.5	+8.2	NS
Fiscal and Program Reporting	12.2	16.0	14.3	+2.1	NS
Program Promotion	12.5	14.3	13.6	+1.1	NS
Selection of Teachers	11.4	5.0	5.4	-6.0	NS
Student Recruitment	10.0	8.4	9.3	-0.7	NS
Selection of Materials	12.7	8.4	6.3	-6.4	NS
In-Service Training	6.3	5.9	6.2	-0.1	NS
Counseling Individual Students	7.7	9.2	8.3	+0.6	NS
Staff Meetings	8.8	5.0	1.1	+1.3	NS
Pre-Service Training	5.0	4.2	4.8	-2.2	NS
Other	1.1	0.1	1.2	+0.1	NS
Totals	100.0	100.0	100.0		

Personnel Supervised

Types. Table 30, page 77, summarizes the various types of personnel supervised. Over half (50.7%) of the personnel supervised are teachers. Some 27.4% supervised are "aides." This is somewhat surprising as one would expect the "aides" to be supervised by the teachers. In general, the types of personnel supervised have not significantly changed since 1970.

Table 30. Summary of the Types of Personnel Employed

Type Personnel Supervised	Percentage 1970	 1978	 1985	Difference 1970-85	Significance of Difference
Assistant ABE Supervisor	0.4	2.9	2.8	+2.4	NS
Teachers	59.5	45.6	50.7	-8.8	NS
Counselors	2.7	5.9	6.9	+4.2	NS
Aides	25.8	28.8	27.4	+1.6	NS
Clerical Staff	5.4	6.9	4.8	-0.6	NS
Maintenance and Janitorial	4.2	8.9	5.7	+1.5	NS
ABE Students	0.0	1.0	1.7	+1.7	NS
Totals	100.0	100.0	100.0		

Staff Meetings. The frequency of staff meetings is one criteria of good supervision and communications. Table 31 on the following page, indicates the distribution of staff meetings by schedule type.

Approximately two-thirds (65.8%) of the supervisors hold staff meetings at "irregular intervals." Approximately one-fifth hold either one or two meetings monthly. Over 11% (11.4%) do not hold staff meetings. None of the changes have changed significantly since 1970.

Recommendation--Local

Efforts should be continued to increase the federal and local allocations to ABE. Not only is this a national concern, but it is also a local problem. Communities should solicit help from local school boards, business and industry and related agencies to assist in the ABE effort--if not funds, then needed services.

Table 31. Distribution of Local ABE Staff Meetings by Schedule Type

Type Schedule	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Weekly	1.2	6.7	3.9	+2.7	NS
Monthly	9.9	6.7	12.6	+2.7	NS
Bi-Monthly	6.2	5.0	6.3	+0.1	NS
Irregular Intervals	66.7	60.0	65.8	-0.9	NS
Not Held	16.0	21.6	11.4	-4.6	NS
Totals	100.0	100.0	100.0		

Local ABE Teachers

Demographic Profile

Sex. Currently 74% of the ABE teachers are female and 26% are male. This is an increase of 15 percentage points over the 1970 figures of 59% female. In summary, approximately three-fourths (74%) of the local ABE teachers are female.

Age. Table 32, page 79, presents the age distribution of the teachers. The greatest decrease, 13.9 percentage points, was in the 25 to 29 age group. Seventy (70) percent of the teachers are under 45 years of age. Twenty (20) percent of the teachers are 50 years or older. Less than 2% are over 65.

Table 32. ABE Teachers' Age Distribution

Interval	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
10 - 14	1.1	0.0	0.0	-1.1	NS
15 - 19	0.3	0.0	0.0	-0.3	NS
20 - 24	9.5	4.4	5.6	-3.9	NS
25 - 29	22.1	29.0	8.2	-13.9	NS
30 - 34	12.0	19.3	18.1	+6.1	NS
35 - 39	14.2	11.9	23.7	+8.5	NS
40 - 44	10.6	8.8	13.8	+3.2	NS
45 - 49	9.5	7.9	11.5	+2.0	NS
50 - 54	5.7	6.2	10.3	+4.6	NS
55 - 59	5.7	8.3	2.4	-3.3	NS
60 - 64	5.5	0.9	4.6	-0.9	NS
65 - 69	3.5	0.9	1.2	-2.3	NS
70 - 74	0.0	1.8	0.6	+0.6	NS
75 - 79	0.3	0.0	0.0	-0.3	NS
Totals	100.0	100.0	100.0		

Marital Status and Race

As indicated in Table 33 on the following page, over 70% of the ABE teachers are white. Over the past 15 years the number of white teachers has increased 6.3 percentage points.

The greatest change in marital status has been the increase (8.6%) in divorced teachers since 1970 for a total of 13.3% of the current teachers. None of the changes were statistically significant.

Table 33. Marital Status and Racial Distribution of Local ABE Teachers

Category	Racial Type of Marital Status	1970	1978	1985	Difference 1970-85	Significance of Difference
Race	Caucasian	64.2	70.2	70.5	+6.3	NS
	Negroid	35.2	28.9	28.0	-7.2	NS
	Mongoloid	0.3	0.4	0.3	0.0	NS
	Other	0.3	0.4	1.2	+0.9	NS
Totals		100.0	100.0	100.0		
Marital Status	Single	16.4	18.8	20.2	+3.8	NS
	Married	71.4	70.6	64.2	-7.2	NS
	Widowed	6.5	2.4	1.1	-5.4	NS
	Separated	1.0	3.2	1.2	+0.1	NS
	Divorced	4.7	4.8	13.3	+8.6	NS
Totals		100.0	100.0	100.0		

Professional Training and Experience

College Training. Table 34 on the following page summarizes the local ABE teachers' professional development activities in higher education. Less than 1% of the teachers do not have a bachelor's degree as compared to the 1970 study when 6.1% had less than a bachelor's degree. The greatest increase over the 15-year period has been 23.6 percentage points in the percentage of teachers who have master's degrees. This is a significant increase. This, combined with the increase in the number of graduate

Table 34. Summary of ABE Teachers' College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
College Training	Doctorate	1.0	1.2	1.7	+0.7	NS
	Master's	25.5	65.9	49.1	+23.6	>.01
	Bachelor's	67.4	30.9	48.6	-18.8	>.01
	Less than Bachelor's	6.1	2.0	0.6	-5.5	NS
Totals		100.0	100.0	100.0		
State Certification	Post-Graduate Professional	20.3	23.3	27.1	+6.8	NS
	Collegiate Professional	69.9	64.4	50.9	-19.0	>.01
	Collegiate	6.6	9.6	9.8	+3.2	NS
	Vocational-Industrial Education	2.3	2.3	11.6	+9.3	>.01
	Special Education	0.9	0.5	0.6	-0.3	NS
Totals		100.0	100.0	100.0		
Graduate Course Hours in Adult Education	None	76.8	66.0	42.7	-34.1	>.01
	1 - 5	14.5	77.4	31.8	+17.3	>.01
	6 or more	8.7	16.6	25.5	+16.8	>.01
Totals		100.0	100.0	100.0		

course hours taken in adult education indicates considerable professional growth. In 1970 more than three-fourths (76.8%) of the teachers had no graduate course work in adult education and in 1985 over one-fourth (25%) of the teachers have had six or more graduate course credit hours in adult education. Fewer than half (42.7%) have had no courses in Adult Education. Ninety-nine (99) percent of the teachers are certified.

Occupational Experience. Over one-fourth (28%) of the ABE teachers list non-educational activities as their primary occupation. This is reasonable since 67.6% of the teachers are part-time.

Primary Occupations. The primary occupations are summarized in Table 35.

Table 35. Primary Occupations of Local ABE Teachers

	Percentage			Difference	Significance
Primary Occupation	1970	1978	1985	1970-85	of Difference
ABE Teacher	13.7	20.4	27.2	+13.5	>.01
Elementary Teacher	48.8	26.9	17.9	-30.9	>.01
Jr. High School Teacher	7.1	12.1	11.1	+4.0	NS
High School Teacher	11.6	7.3	9.2	-2.4	NS
College Teacher	0.5	0.8	0.4	-0.1	NS
School Administrator	6.3	2.8	2.7	-3.6	NS
School Counselor	1.9	0.8	0.5	-1.4	NS
Private Business	1.9	2.0	2.3	+0.4	NS
Homemaker (new item)	___	___	15.5	+15.5	>.01
Other	8.2	26.9	13.2	+5.0	NS
Totals	100.0	100.0	100.0		

In 1970, 48.8% of the ABE teachers listed "elementary teacher" as their primary occupation. This has decreased to 17.9% in 1985 for a 30.9 percentage point change. This is a very significant change and shows great progress away from the practice of using elementary teachers as part-time teachers of adults. Another significant change is in the percentage of teachers who list "ABE Teacher" as their primary occupation. This figure has doubled since the 1970 study.

It is noteworthy that a new primary occupation of "homemaker" was added to the 1985 study, and this accounted for 15.5% of the areas listed.

Adult Education Experience

Initial Interest. Table 36 summarizes the ABE teachers' initial contacts and sources of interest that resulted in their recruitment and employment in the ABE program.

Table 36. Sources of Initial Contact with ABE Program

Source of Contact or Interest	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
ABE Teacher	35.7	43.3	47.8	+12.1	>.01
ABE Supervisor	31.5	20.4	18.6	-12.9	>.01
Colleges or Universities	2.7	4.1	5.4	+2.7	NS
ABE Students	3.2	.9	2.1	-1.1	NS
Local Principal	11.5	5.3	3.6	-7.9	NS
ABE Workshop	5.0	2.4	1.2	-3.8	NS
Other	10.4	19.6	21.3	+9.9	>.01
Totals	100.0	100.0	100.0		

The largest number of the teachers (47.8%) learn about the ABE program from other teachers. The largest decline, -12.2 percentage points, has been from ABE Supervisors. This tends to indicate that initially the supervisor had to recruit teachers much more than currently. This probably indicates that the ABE program is no longer novel and that most current teachers are aware of the program.

"Other sources" of contact and initial interest, which include radio, TV, posters, flyers, word of mouth, etc., has risen 9.9 percentage points since 1970 and accounts for approximately one-fifth (21.3%) of the current sources of initial contact and interest. This seems to indicate that the ABE program promotion activities are successful and that the teachers and others in the education profession are aware of the program.

ABE Teaching Experience. Table 37, on page 85, presents the distribution of length of tenure among the current ABE teachers and compares the three studies. Some 40.7% of the current ABE teachers have less than one year experience in ABE. Approximately one-half (48.1%) have two or more years of ABE teaching experience, and 24% have four or more years experience. This indicates that there is a group that tries ABE and doesn't like it: (40% new teachers in 1985) and that there is a group that stays with the program for four years or more. The average ABE teaching experience is 31.4 months, or approximately two and one-half years. The high turnover rate of 30-40% is still a problem. A portion of the new teachers, those with less than one year experience, is due to program expansion and new programs.

Table 37. Summary of ABE Teachers' Length of Service in Current Position

	Percentage			Difference	Significance
Months of Tenure	1970	1978	1985	1970-85	of Difference
0 - 5	7.9	16.0	24.2	+16.3	>.01
6 - 11	30.8	18.3	16.5	-14.3	>.01
12 - 17	10.8	14.5	5.5	-5.3	NS
18 - 23	12.4	4.3	5.7	-6.7	NS
24 - 29	16.0	9.8	6.8	-9.2	>.01
30 - 35	6.0	3.0	5.6	-0.4	NS
36 - 41	8.4	6.4	5.0	-3.4	NS
42 - 47	2.1	4.7	6.7	+4.6	NS
48 and above	5.6	25.1	24.0	+18.4	>.01
Totals	100.0	100.0	100.0		

Experience in Public Education. The distribution of the number of years of public school experience is presented in Table 38.

Table 38. Distribution of ABE Teachers
Years of Public School Experience

Prior Experience	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
None	2.9	5.3	6.1	+3.2	NS
1 - 2	11.7	11.7	12.2	+0.5	NS
3 - 6	27.5	29.1	28.6	+1.1	NS
7 - 10	13.5	21.9	24.2	+10.7	>.01
11 or more	44.4	32.0	28.9	-15.5	>.01
Totals	100.0	100.0	100.0		

Only 6.1% of the current ABE teachers have no prior public school experience. Almost 50% (46.9) have had three or more years' experience and 71.1% have had seven or more years experience. Almost one-third (28.9%) have eleven or more years experience.

The largest decrease over the 15-year period (-15.5% percentage points) was in the eleven or more years experience category. This indicates that the trend is toward teachers with fewer than eleven years experience or perhaps that the older teachers with more than eleven years experience are not electing to work an additional part-time job. In general, the ABE programs are staffed with experienced teachers with an average of 10.6 years experience.

Teaching Activities

Appointment. Some 31.7% of the teachers are employed fulltime and 68.3% are part-time. The part-time percentages have decreased from 71.3% in 1970 to the current level representing a 3 percentage point non-significant change. This indicates that the basic part-time character of the program has remained fairly constant over the 15-year period.

Work Schedule. The average ABE teacher currently spends 10.4 hours per week in the ABE classroom. In 1970 the ABE teacher spent 6.5 hours per week in the classroom. The current figure (10.4 hours) represents an average increase of 3.9 hours per week since 1970. Table 39 presents the distribution of hours spent on ABE instruction.

Table 39. Distribution of the Number of Hours Allocated Per Week in the ABE Classroom

		Percentage			Difference	Significance
Time Span	Interval	1970	1978	1985	1970-85	of Difference
Weekly	0 - 5	60.9	55.0	56.0	-4.9	NS
	6 - 10	32.1	23.1	14.5	-17.6	>.01
	11 - 15	2.2	6.4	9.8	+7.6	NS
	16 - 20	0.5	6.4	7.5	+7.0	NS
	21 - 25	0.8	3.6	1.2	+0.4	NS
	26 - 30	1.3	.8	5.2	+3.9	NS
	31 - 35	1.1	3.2	3.4	+2.3	NS
	36 - 40	1.1	2.0	2.4	+1.3	NS
Totals		100.0	100.0	100.0		

Fifty-six (56) percent of the teachers spend fewer than six hours per week in the ABE classroom. Some 70.5% spend fewer than eleven hours per week. Only 12.2% work over 20 hours per week.

Time Allocated to Specific Activities. The average 10.5 hours in the ABE classroom is allocated to a variety of instructional activities. Table 40 indicates the average percentage of the teachers' time spent on specific instructional duties. Teaching accounts for 50.5% of the time allocated. Preparing curricula materials rank second and "other" is third in amount of time allocated. The largest increase since 1970, 25.1 percentage points, occurred in time allocated to "teaching." The largest decrease, 10.1 percentage points, was in "preparation of curricula materials." This indicates that more curricula materials are available now than there were in 1970. Less time is also being spent testing, counseling and maintaining student records. The only significant >.01 decrease among the three previous activities was in "maintaining student records" (-9.5 percentage points).

Table 40. Average Percentage of ABE Teachers' Time Allocated to Specific Program Activities

Program Activity	Percentage 1970	 1978	 1985	Difference 1970-85	Significance of Difference
Teaching	25.4	8.6	50.5	+25.1	>.01
Preparing Curricula Materials	23.0	6.7	12.9	-10.1	>.01
Maintaining Student Records	17.6	16.1	8.1	-9.5	>.01
Testing	16.3	39.2	7.7	-8.6	NS
Counseling	15.8	20.0	9.4	-6.4	NS
Other	1.9	9.6	11.4	+9.5	>.01
Totals	100.0	100.0	100.0		

Although the teachers are spending one-half of their time teaching and some 13% in preparation of curricula materials, it appears that 11.4%

of their time is spent in "other" semi-instructional activities such as recruitment, follow-up, transportation, referral, and personal counseling, as opposed to instructional counseling and advisement, etc.

Recommendation--State

Support services and aides should be provided to conduct the non-instructional activities of the teacher. The teacher should spend 80-90% of their time teaching and the remainder on instructional-related activities.

Contact With Supervisor. One measure of good supervision and communication between the ABE supervisor and teachers is the number of contacts per month between the supervisor and teacher. Table 41 summarizes the contacts.

Table 41. Distribution of ABE Teacher Contacts With the ABE Supervisor

Number of Contacts Per Month	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
5 or more	37.0	36.2	51.4	+14.4	>.01
4	13.3	9.1	6.4	-6.9	NS
3	11.7	15.4	9.2	-2.5	NS
2	18.3	13.7	12.7	-5.6	NS
1	15.0	18.3	13.9	-1.1	NS
None	4.6	7.0	6.4	+1.8	NS
Totals	100.0	100.0	100.0		

The average number of contacts is 3.4 per month. The greatest increase was 14.4 percentage points since 1970 in the "5 or more" category. Over half (51.4%) of the teachers indicated five or more contacts per month with their supervisors. This indicates that over half of the teachers are seeing their supervisor at least once per week. One-third of the teachers (33%) have contact less than three times a month, and 6.4% indicate "no contact" with their supervisor.

In general, ABE teachers have adequate contacts with their supervisors; however, 20.3%, or one-fifth, see their supervisors less than twice a month.

Recommendation--State

Minimal supervision requires some contact with each ABE teacher. Those programs that indicate "no contact" should be asked or required to contact their teachers at least twice per month.

Local ABE Counselors

Demographic Profile

Sex and Age. Sixty-three (63) percent of the counselors are male and 37% are female. The mean age is 41.8 years. There has been no significant change in the sex or age demographics since 1970 when the mean age was 43.5 years and the male-female percentages were 62% and 38%, respectively.

Race and Marital Status. The marital status and race of the local ABE counselors are summarized in Table 42, on the following page. There have been no statistically significant changes in the marital status and racial distribution of the ABE counselors since 1970.

Table 42. Marital Status and Racial Distribution of Local ABE Counselors

Category	Marital Status	Percentage 1970	 1978	 1985	Difference 1970-85	Significance of Difference
Race	Caucasian	76.9	30.0	75.0	-1.9	NS
	Negroid	23.1	10.0	12.5	-10.6	NS
	Mongoloid	0.0	0.0	12.5	+12.5	NS
	Other	0.0	60.0	0.0	0.0	NS
Total		100.0	100.0	100.0		
Marital Status	Single	23.1	10.0	0.0	-23.1	NS
	Married	61.5	70.0	87.5	+26.0	NS
	Widowed	15.4	20.0	0.0	-15.4	NS
	Separated	0.0	0.0	0.0	0.0	NS
	Divorced	0.0	10.0	12.5	+12.5	NS
Total		100.0	100.0	100.0		

Recommendation--State

The current racial distribution of ABE students includes over one-third (35.8%) Negroes and 15.5% Orientals with the remainder (41.2%) Caucasian. Given this distribution and the amount of time counselors spend solving students' personal problems, every effort should be made to have counselors from the racial populations served.

Professional Training and Experience

College Training. The counselors' professional training, certifications and graduate courses in adult education are presented in Table 43, page 92. The greatest growth since 1970 in professional training has been in the percent (75) of counselors who hold master's degrees. This is an increase of 41.7 percentage points. All hold state certification with some 12.5% having taken six or more credit hours in adult education. Some 62.5% have had no courses in adult education.

Table 43. Summary of ABE Counselors' College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-80	Significance of Difference
College Training	Doctorate	8.3	10.0	0.0	-8.3	NS
	Master's	33.3	20.0	75.0	+41.7	NS
	Bachelor's	41.7	60.0	25.0	-16.7	NS
	Less than Bachelor's	16.7	10.0	0.0	-16.7	NS
Totals		100.0	100.0	100.0		
State Certification	Post-Graduate Professional	50.0	40.0	50.0	0.0	NS
	Collegiate Professional	30.0	20.0	37.5	+7.5	NS
	Collegiate	10.0	20.0	12.5	+2.5	NS
	Vocational-Industrial Education	10.0	20.0	0.0	-10.0	NS
	Special Education	0.0	0.0	0.0	----	----
Totals		100.0	100.0	100.0		
Graduate Course Hours in Adult Education	None	83.3	44.5	62.5	-20.8	NS
	1 - 3	0.0	33.3	25.0	+25.0	NS
	6 or more	16.7	22.2	12.5	-4.2	NS
Totals		100.0	100.0	100.0		

Certificate Endorsement

Thirty-three (33) percent have a guidance endorsement on their teaching certificate. This is a decrease of 13 percentage points from 46% in 1970. The remaining 67% have endorsements in a variety of teaching areas.

Recommendation--State

All ABE counselors should hold an endorsement in guidance. Ideally counselors should have a master's degree in guidance, student personnel or counseling.

Occupational Experience

Primary Occupation. Currently 75% of the ABE counselors list "school counselor" as their primary occupation. In 1970 only 27% were school counselors. This represents an increase of 48 percentage points over the 15-year period. Most programs do not have trained counselors, therefore, the teacher performs the student counseling and guidance activities. This practice is questionable when counselors are without training and experience in student evaluation and counseling. Additional data and recommendations regarding these important functions will be presented in the Student Personnel Services section of this report.

Adult Education Experience

Initial Interest. Sixty-eight (68) percent of the counselors obtained their initial interest in the ABE program from other teachers. This compares to 38% in the 1970 study for an increase of 30 percentage points.

The remaining 32% obtained their initial interest from a variety of sources such as ABE Supervisor, students, friends and word of mouth.

Current Tenure in ABE Program. The average length of tenure in the ABE program is currently 32.3 months. This is an increase of 10.7 percentage points since 1970.

Public School Experience

Current Activities. There are three fulltime counselors in the entire ABE program.

Hours Scheduled. The ABE counselors work an average of twelve (12) hours per week. This is an increase from the average of 4.8 hours in 1970.

Time Allocated to Specific Activities. Table 44, page 95, indicates the average percentage of the counselors' total time that is allocated to specific student personnel duties and responsibilities. The largest percentage of the counselors' time is spent in group testing (22.2%). This is an increase of 10 percentage points since 1970. The largest change (-20.4 percentage points) was in counseling. It appears that some 65% of the counselors' time is allocated to group testing, counseling, placement, and follow-up. Some 20% is allocated to follow-up of dropouts, absentees, and successful completions. Only 5.1% is spent on individual testing. In the 1978 study some 20% of the counselors' time was spent in teaching. This has dropped to a more realistic 3%.

It is evident that counselors are rare in ABE programs and when they are present, their services are spread extremely thin. A notable decrease

Table 44. Average Percentage of ABE Counselors' Time Allocated to Specific Program Activities

Student Personnel Activities	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Student Recruitment	11.0	15.0	4.6	-6.4	NS
Group Testing	12.2	3.0	22.2	+10.0	NS
Individual Testing	0.0	6.1	5.1	+5.1	NS
Counseling	35.4	25.0	15.0	-20.4	>.01
Student Records	9.0	8.0	6.2	-2.8	NS
Teaching	11.0	20.0	3.0	-8.0	NS
Occupational-Vocational Education Library	4.6	4.2	6.3	+1.7	NS
Occupational and Educational Placement	6.2	2.2	12.1	+5.9	NS
Referral to Agencies	3.6	6.4	4.6	+1.0	NS
Follow-up of Drop-outs and Absentees	3.6	7.7	15.3	+11.7	NS
Follow-up (Successful Completions)	1.4	1.4	5.6	+4.2	NS
Other	2.0	1.0	0.0	-2.0	NS
Totals	100.0	100.0	100.0		

in counseling activities, i.e., occupational, educational and personal, is discouraging--given the well-documented fact that undereducated adults have numerous personal problems associated with their educational disadvantages. This population needs trained counselors for individual testing, counseling, and other related student personnel activities which support and enhance educational efforts.

ABE Teacher-Aides and Instructional Assistants

Demographic Profile

Sex. A large percentage (96.3%) of the respondents were female and 3.7% were male. This represents a decrease of 10.3 percentage points in the male category since 1970.

Age. Table 45 presents the age distribution. The mean age is 43.5 years. Approximately 65% are below 50 and 35% are over 50 years of age. The largest increase, 16.9 percentage points, was in the 50-59 age group.

Table 45. ABE Teacher-Aides and Instructional Assistants Age Distribution

Interval	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
19 and below	10.8	3.3	0.0	-10.8	NS
20 - 29	24.9	26.7	14.4	-10.5	NS
30 - 39	24.3	31.7	27.3	+3.0	NS
40 - 49	24.3	20.0	23.4	-0.9	NS
50 - 59	8.3	15.0	25.2	+16.9	>.01
60 - 69	5.8	3.3	7.2	+1.4	NS
70 and above	0.6	0.0	2.5	+2.0	NS
Totals	100.0	100.0	100.0		

Race. Sixty percent are Caucasian and 35% Negroid. The remaining 5% are Oriental.

Educational Experience. The teacher-aides and instructional assistants have a wide range of educational training. Table 46, page 97, indicates the distribution of the number of years of training by type.

Table 46. ABE Teacher-Aides and Instructional Assistants Educational Achievement Levels

Highest Level Achieved	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Grades 0 - 12	49.4	44.4	45.4	-4.0	NS
One Year College/ Vocational or Technical School	17.9	9.5	25.5	+7.6	NS
Two Years College/ Vocational or Technical School	11.1	14.2	10.9	-0.2	NS
Three or More Years of College	6.2	14.2	9.1	+2.9	NS
Bachelor's Degree or Equivalent	15.4	17.7	9.1	-6.3	NS
Totals	100.0	100.0	100.0		

Some 70.9% of the aides have fewer than two years of college. Nearly one-third (29.1%) have two or more years of college training, and 9.1% have a bachelor's degree or equivalent.

The largest increase, 7.6 percentage points, was in the number of aides who have one year of college or its equivalent. In general, the educational training profile of the aides and instructional assistants has not changed significantly since 1970.

The average length of work experience in the ABE program is over three years, or 37.7 months. Table 47, page 98, indicates the distribution of months' experience in local ABE programs. Over half (50.8%) of the aides have worked in the program for over one year. Some 45.6% have two or more years' work experience. The largest increase (31.1 percentage points) since the 1970 study was in the "42 and above" category. This indicates that in general a larger percentage of the aides and instructional assistants are working with the program longer.

Table 47. ABE Teacher Aides and Instructional Assistants Distribution of Months of Experience in Local Programs

Experience (in months)	Percentage			Difference	Significance
	1970	1978	1985	1970-85	of Difference
0 - 5	12.6	29.9	25.4	+12.8	NS
6 - 11	39.6	17.2	20.0	-19.6	>.01
12 - 17	10.7	13.7	5.4	-5.3	NS
18 - 23	15.1	1.7	3.6	-8.5	NS
24 - 29	11.9	1.7	5.4	-6.5	NS
30 - 35	1.9	3.4	1.8	-0.1	NS
36 - 41	6.3	5.1	5.4	-0.9	NS
42 and above	1.9	27.3	33.0	+31.1	>.01
Totals	100.0	100.0	100.0		

Duties and Responsibilities

Appointment. Some 61.8% of the para-professionals prefer part-time employment and the remaining 38.2% stated they would prefer fulltime employment if it were available. In 1970, 41% indicated a preference for fulltime employment. The fulltime and part-time preferences have not significantly changed over the 15 year period.

Total Hours Worked. The mean hours worked per week is 12.8. This is a 51% increase since 1970 when the average hours worked per week was 6.6. Table 48 on the following page presents the distribution of hours worked per week.

Table 48. Distribution of ABE Teacher Aides and Instructional Assistants Number of Hours Worked Per Week

Hours Per Week	Percentage 1970	 1978	 1985	Difference 1970-85	Significance of Difference
1 - 5	62.3	51.6	53.1	-9.2	NS
6 - 10	31.2	29.0	23.5	-7.7	NS
11 - 15	1.3	3.2	5.4	+4.1	NS
16 - 20	1.3	3.2	2.1	+0.8	NS
21 - 25	0.0	3.2	1.8	+1.8	NS
26 - 30	1.3	3.2	1.9	+0.6	NS
31 - 35	1.3	6.6	7.6	+6.3	NS
36 - 40	1.3	0.0	4.6	+3.3	NS
Totals	100.0	100.0	100.0		

Over half (53.1%) of the para-professionals worked five or fewer hours per week. This is a decrease of 9.2 percentage points since 1970. In general, none of the hours worked per week categories have changed significantly since 1970. The overall trend, however, is to increase the hours of work for the para-professionals.

Duties Assigned. The para-professionals assist the staff in numerous instructional activities. Their duties range from recruitment activities to grading tests and papers. Table 49 on page 100, presents the percentages of activities performed by the para-professional aides and instructional assistants.

The largest percentage of time is spent on grading tests and papers. Keeping student records ranked second with teaching and testing third and fourth, respectively. Overall, the distribution of the percentages of time

Table 49. Percentage of Time Spent on Various Instructional Activities

Duty Performed	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Grading Tests & Papers	21.1	23.2	20.2	-0.9	NS
Keeping Student Records	18.3	14.5	15.4	-2.9	NS
Teaching	13.1	12.4	15.0	+1.9	NS
Testing	12.8	15.7	13.3	+0.5	NS
Operating Audio-Visual Equipment	12.5	12.4	7.7	-4.8	NS
Recruiting Students	12.3	11.2	12.8	+0.5	NS
Advising Students	7.3	5.8	8.1	+0.8	NS
Other	2.6	4.8	7.5	+4.9	NS
Totals	100.0	100.0	100.0		

spent on various activities has not significantly changed since 1970. The recommendation from 1970 to increase the number of hours para-professionals work per week has been implemented.

The para-professional aides and instructional assistants are a valuable asset to the ABE program. In a time of shrinking funds and increased students, the para-professional will need to be increasingly utilized to assist the inadequate and under-funded teaching staffs. When the para-professionals were asked if they could do more than they were currently assigned, over one-half (50.9%) said "yes."

The ABE Student

Demographic Profile

Age. The students' ages range from 16 to 80 years. The mean age was 34.3. Table 50 presents the age distribution.

Table 50. Distribution of ABE Students' Ages

Age Interval in Years	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
16 - 29	28.7	44.4	45.2	+16.5	>.01
30 - 39	21.1	30.1	27.4	+ 6.3	>.01
40 - 49	24.1	14.6	14.6	- 9.5	>.01
50 - 59	18.1	7.2	9.6	- 8.5	>.01
60 and over	8.0	3.7	3.2	- 4.8	>.01
Totals	100.0	100.0	100.0		

Some 45.2% of the students are below 30 years of age and 27.4% are 40 and over. The largest change since 1970, 16.5 percentage points, was in the 16-29 year old interval. The mean age was 39.5 in 1970 and has currently dropped to 34.3, thus indicating that on the average the program is enrolling younger students.

Sex. In 1970, 59% of the students were female and 41% were male. In 1985, 67.2% are female and 32.8% are male. It appears that the program is currently over two-thirds female and one-third male. Over the 15-year period the program has steadily attracted and enrolled an increasing percentage of women.

Marital Status and Race. In 1970 the program was 53.6% Negroid. Currently the program is 35.8% Negroid, representing a decrease of 17.8 percentage points.

Table 51. ABE Students' Marital Status and Racial Distribution

Category	Racial Type or Marital Status	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
Race	Caucasian	43.6	47.7	41.2	-2.4	NS
	Negroid	53.6	43.2	35.8	+17.8	>.01
	Mongoloid	1.4	10.6	15.5	+14.1	>.01
	Other	1.4	8.5	7.5	+ 6.1	>.01
Totals		100.0	100.0	100.0		
Marital Status	Single	20.3	30.2	29.2	+ 8.9	>.01
	Married	64.1	56.2	55.2	+ 8.9	>.01
	Widowed	7.0	4.0	4.4	- 2.6	NS
	Separated	5.0	4.8	5.6	+ 0.6	NS
	Divorced	3.6	4.8	5.6	+ 2.0	NS
Totals		100.0	100.0	100.0		

The next largest increase in racial distribution, 14.1 percentage points, was in the Mongoloid category. The program is currently 15.5% Oriental. This is primarily due to the refugee resettlement programs and therefore accounts for the increase in ESL students.

The percentage of married students has slowly declined 8.9 percentage points since 1970. The number of "single" students has increased 8.9 percentage points to approximately one-third (29.2%) of the student population. The changes in "divorced," "separated," and "widowed" were not significant.

Number in Household. The average number of people residing in each household (4) has not changed since 1970. Approximately one-fourth (25.2%) have five or more people living in their households.

Head of Household. In 1970, 39% of the students listed themselves as head of household and as principal wage earner. Currently only 21.5% hold this position for a decrease of 8.5 percentage points. Only 5.1% list themselves as "living alone," and 4% indicated that they were the "primary wage earner."

Dependents. Some 59.6% of the current students list dependents under ten years of age. The average number of dependents per household was two. This number was three in 1970; therefore, the number of dependents per household has decreased by one over the past 15 years. The fact that the average ABE student has two dependents multiplies the ill effects of illiteracy in the ABE household. On the other hand, the good effects are increased as the dependents and the students are enriched and benefited by the results of increased literacy in the home.

Income. Almost three-fourths (70.4%) of the current students have held fulltime employment for at least six weeks. Table 52, page 105, shows the ABE student and combined family incomes for a 12-month period. Over half (53.2%) of the students earn less than $4,000 per year. Some 33.3% earned more than $6,000. This represents the largest increase, 18.8 percentage points, since the 1970 study. It appears that the percentages in upper brackets have slowly increased and that the lower brackets also have slowly increased 7.7 percentage points. This means that more people are making more, and more people are making less, which gives the earnings a bi-modal distribution.

Table 52. ABE Students' Earnings and Their Families' Combined Yearly Income

Income Source	Income Level	Percentage			Difference	Significance of Difference
		1970	1978	1985	1970-85	
ABE Student	$6,000 or more	14.5	28.9	33.3	+ 18.8	>.01
	4,000 - 5,999	16.6	12.9	6.7	- 9.9	>.01
	3,000 - 3,999	13.2	7.2	6.8	- 6.4	>.01
	2,000 - 2,999	13.9	7.3	3.7	- 10.4	>.01
	0 - 1,999	41.8	43.1	49.5	- 7.7	>.01
Totals		100.0	100.0	100.0		
Combined Family	$6,000 or more	35.2	68.7	69.0	+ 33.8	>.01
	4,000 - 5,999	21.4	11.9	6.2	- 15.2	>.01
	3,000 - 3,999	15.2	6.2	4.9	- 10.3	>.01
	2,000 - 2,999	14.1	6.1	3.2	- 10.9	>.01
	0 - 1,999	14.1	7.1	16.7	+ 16.7	NS
Totals		100.0	100.0	100.0		

In 1970 over one-fourth, 28.2%, of the ABE families earned less than $3,000 combined family income per annum. This figure is now 29.9% for a slight increase of 1.7 percentage points. This means that in 15 years the lower income levels have not risen significantly. The upper category, $6,000 and above, has significantly risen 33.8 percentage points to 69%.

Again, as with the student, the combined family incomes of the upper category $6,000 and above is increasing, and those making below $3,000 is increasing. Again, the facts of large families and low incomes still exist.

About one-fifth (19.6%) indicated that welfare assistance was part of their income. This has increased 3.6 percentage points from 16% in 1970.

Occupational Information

Current Work Status. Table 53 presents the current work status of the ABE students.

Table 53. Current Work Status

Work Status	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
Employed Full-Time	52.5	41.2	37.0	- 15.5	>.01
Employed Part-Time	12.3	10.1	10.6	- 1.7	NS
Unemployed and Looking	12.8	18.7	22.7	+ 9.9	>.01
Not Seeking Work	22.4	30.0	29.7	- 7.3	>.01
Totals	100.0	100.0	100.0		

In 1970, over one-third (35.2%) of the students did not work. Currently 52.4% do not work. This represents an increase of 17.2 percentage points over the 15-year period. There has been a decrease of 15.5 percentage points from 52.5% in 1970 to 37% in the number of ABE students employed fulltime. The percentage of those "not seeking employment" has slowly declined some 7.3 percentage points since 1970. The reasons for not being employed are presented in Table 54. In general, the reasons for non-fulltime employment have not changed significantly since 1970.

Work Type Preference. An analysis of the students stated work preferences among a standard classification of types of work indicated two major preferences: "inside work" and "work with groups." Two minor preferences,

Table 54. ABE Students' Reasons for Non-Fulltime Employment

Reasons for Non-Fulltime Employment	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Keeping House	41.3	37.6	41.0	- 0.3	NS
Disabled	6.7	6.9	8.5	+ 1.8	NS
No Work Available	14.0	25.6	16.9	+ 2.9	NS
Retired	8.7	5.6	6.4	- 2.3	NS
Other	29.3	24.3	27.2	- 2.1	NS
Totals	100.0	100.0	100.0		

fewer than 15% indicated that their preferences were "work alone" and "work with machines."

In 1970 the two major preferences were the same: "to work inside" and "to work in a group." So it appears that over the 15-year period the groups' work preferences have remained quite stable. In general, the program is comprised of two thirds females with an average age of 34.3 years and two children in a household of four persons. Some 60% have children below ten years of age and some 40% list themselves as "head of the household." Approximately 30% have incomes of less than $6,000 per year. About one-fifth indicated welfare assistance as part of their income.

The program, in general, is not reaching the young unemployed male. Employment and increased income are the keys to better living conditions. Literacy skills are still the primary prerequisite for education and job training. ABE should relate to improved occupational skills development. Only in this way will the young single unemployed be attracted to the program. The prospective student must be shown and demonstrated the logical linkage between literacy skills and increased occupational opportunities.

Recommendation--Federal

Literacy training and vocational skill training should be combined or closely coordinated. The ABE student should receive both literacy training and vocational skill training if desired.

Recommendation--State

Increased efforts should be made to attract the unemployed male. Opportunities for "on the job training" and cooperative literacy programs in local businesses and industries should be promoted. Literacy training should be linked with occupational skill training whenever possible.

Residence

Home Ownership. Thirty-six (36) percent of the students own or are buying their home. This is a 21% decrease since 1970 in home ownership. Approximately two-thirds rent their current residence.

Home Location. Table 55 displays the distribution of students' home locations. The only significant shift since 1970 has been an increase of 15.5 percentage points in suburban home locations.

Table 55. Distribution of Location of Students' Homes

Location of Home	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Urban	45.8	39.2	40.6	-5.2	NS
Rural Non-Farm	26.3	21.2	23.5	-2.8	NS
Farm	10.7	4.1	3.2	-7.5	NS
Suburban	17.2	39.5	32.7	+15.5	>.01
Totals	100.0	100.0	100.0		

Mobility. In 1970, 76% indicated they did not wish to move from their current residence. In 1985, 75% indicated the same preference. Table 56 shows the distribution of student residence moves over the last five years.

Table 56. Distribution of ABE Students' Residence Moves Within a Five Year Period

Number of Moves	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
11 or more	0.6	0.9	0.3	-0.3	NS
9 - 10	0.9	0.7	0.4	-0.5	NS
7 - 8	1.2	0.6	1.1	-0.1	NS
5 - 6	3.8	5.2	4.7	+0.9	NS
3 - 4	17.1	18.2	15.8	-1.3	NS
1 - 2	74.6	50.1	45.1	-29.5	>.01
None	1.8	24.3	32.6	+30.8	>.01
Totals	100.0	100.0	100.0		

The mean number of moves (2) has not significantly changed since 1970. The student population has progressively become less mobile than it was in 1970. Approximately one-third (32.6%) indicate no moves in the past five years. Some 45.1% indicated one to two moves. This was a significant 29.5 percentage decrease from 1970. Overall, the student population is showing a trend toward greater stability in the area of resident mobility. In past studies one factor in the high dropout rates was high resident mobility. This consideration, while still a factor, is slowly diminishing.

Educational Background

Primary Language. Some 73.4% of the students indicated that English was the primary language used in the last school they attended. Twenty-four

(24) percent indicated that some other language was used. There was a 10 percentage points increase since 1970 in the number of students with a foreign language as the primary language used in the last school they attended.

Parents Educational Level. Table 57 summarizes the students' parents highest level of educational achievement.

Table 57. Parents' Level of Educational Achievement

Educational Level of Achievement	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Received graduate school degree	0.7	1.6	3.3	+2.6	NS
Graduated from college	1.6	3.8	5.2	+3.6	NS
Attended college or other technical or special school	3.0	3.8	6.1	+2.1	NS
Completed high school	8.7	21.7	24.2	+15.5	>.01
Completed elementary school	25.4	34.0	24.1	-1.3	NS
Completed less than 7 grades	60.6	35.1	38.1	-22.5	>.01
Totals	100.0	100.0	100.0		

In 1970, only 8.7% of the ABE students' parents had completed high school. This has risen significantly to 24.4%. In general, the overall educational level of the ABE students' parents has slowly risen since 1970. Only 13.6% have completed any training since high school and some 62.2% of the current ABE populations parents did not complete high school. Over one-third (38.1%) completed less than seven grades.

This tends to support the often suspected and documented relationship between parents' educational levels and aspirations and those of their offsprings'. The cycle of illiteracy must be broken at some point, preferably prior to childrearing.

Public School Achievement Levels. Table 58 presents the distribution of the highest grade level achieved prior to enrolling in the ABE program.

Table 58. Distribution of Students' Highest Grade Level Achieved Prior to ABE Enrollment

Highest Grade Level Achieved	Number	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
12	64	8.1	17.6	13.5	+5.4	NS
11	27	3.4	9.8	0.1	-2.3	NS
10	47	5.9	15.7	6.4	+0.5	NS
9	59	7.4	18.1	9.7	+2.3	NS
8	81	10.2	10.7	17.7	+7.5	NS
7	138	17.4	10.8	17.6	+0.2	NS
6	109	13.7	7.8	13.3	-0.4	NS
5	79	9.9	3.3	8.6	-1.3	NS
4	64	8.1	1.6	5.8	-2.3	NS
3	61	7.7	3.1	3.4	-4.3	NS
2	36	4.5	1.3	1.7	-2.8	NS
1	13	1.6	0.1	1.5	-0.1	NS
0	17	2.1	0.1	0.7	-1.4	NS
Totals	795	100.0	100.0	100.0		

The mean highest grade level achieved in 1970 was 6.6. In 1985, it was 7.6. Some 70.3% achieved below the ninth grade level. In 1970, 24% had completed fewer than five grades. In 1985, only 19.1% had completed fewer than five grades. It is interesting to note that 13.5% indicated completion of the twelfth grade. It may be concluded that the overall literacy levels of the population served, as indicated by grade levels completed, is slowly moving upward. It also indicates that completion of high school is no assurance of a measured literacy level above the ninth grade level. This previous point is probably positively related to length of separation from formal scheduling and frequency of usage of literacy skills.

Table 59, page 112, presents the highest grade level completed before enrolling in the English as a Second Language (ESL) Program. The mean grade-level of the ESL students is 6.5. There is no comparison data from the 1970 study on ESL students. It is notable that 12.6% have a BA or BS degree and 20.4% have completed the twelfth grade. Some 44.6% have less than a ninth grade level education. Table 60, page 113, presents the number of years a student has been separated from school prior to enrollment in the ABE program.

Table 59. Highest Grade Level Completed Prior to ESL Enrollment

Level Completed	Percentage - 1985
Ph.D.	0.4
MD	0.4
MA	2.2
BA or BS	12.6
12	20.4
11	3.3
10	4.2
9	11.9
8	9.9
7	5.8
6	8.8
5	4.3
4	1.4
3	1.4
2	3.7
1	8.6
0	0.7
	100.0

Table 60. ABE Students' Number of Years Separation from School Prior to ABE Enrollment

Years Separated	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
0 - 4	9.9	20.2	26.8	+16.9	>.01
5 - 9	11.8	10.0	16.0	+4.2	NS
10 - 14	12.0	16.8	14.0	+2.0	NS
15 - 19	9.9	10.0	11.9	+2.0	NS
20 - 24	13.6	12.3	11.9	-1.7	NS
25 - 29	10.7	5.5	5.5	-5.2	NS
30 - 34	11.0	4.6	5.3	-5.7	NS
35 - 39	7.6	2.2	3.1	-4.5	NS
40 - 44	7.9	1.4	2.9	-5.0	NS
45 - 49	1.7	1.2	1.1	-0.6	NS
50 - 54	2.6	1.0	1.2	-1.4	NS
55 - 59	0.7	0.0	0.3	-0.4	NS
60 - 64	0.4	0.0	0.0	-0.4	NS
65 - 69	0.1	0.0	0.0	-0.1	NS
70 - 74	0.1	0.0	0.0	-0.1	NS
Totals	100.0	100.0	100.0		

The mean number of years separated from school before enrolling in ABE was 21.7 years in 1970. In 1985, it is 15.4 years. The largest increase, 16.9 percentage points, was in the 0-4 years separation category. It seems clear that students are enrolling in the ABE program much sooner after separation than indicated in the two previous studies. Some 43.2% have been out of school 15 years or more prior to enrolling in ABE. This data helps explain the differences that occur between measured grade level and actual grade level completion. Again, completion of a grade level does not ensure that level of competency in achievement measures. It also confirms the often demonstrated truth that if you don't use a skill you lose it.

A significant shift to enrolling in ABE programs soon after separation from school has occurred; however, too many are still not enrolling soon enough to avoid large decreases in reading and math skills. The current pool of potential ABE students contains large numbers of people who have been separated from public schools for more than 15 years.

Recommendation - State

If not already in place, a state-wide policy should be developed that provides the local ABE programs with quarterly notices of public school dropouts. These students should be encouraged to return to public school or enroll in the ABE program. The public school guidance counselors should follow-up dropouts and encourage them to enroll in the local ABE program. Dropout names and addresses would be a rich source for ABE program recruitment.

Reasons for Leaving School. The reasons for dropping out of the public school system are varied. Table 61, page 115, presents a summary of the most frequently stated reasons. One of the consistently high (16.4%) reasons for leaving the public school system is "marriage." This figure has not significantly changed over the past 15 years. The second highest (14%) reason was "to seek employment," which logically relates to "marriage." The third and fourth highest frequency reasons were, "financial difficulties" (12.8%) and "subject difficulties" (11.5%).

Table 61. ABE Students' Reasons for Leaving Public School System

Reasons for Dropping-Out	Percentage 1970	 1978	 1985	Difference 1970-85	Significance of Difference
Parental Indifference	4.1	17.1	2.2	+1.9	NS
Subject Difficulties	6.7	4.4	11.5	+4.8	NS
Marriage	16.0	4.2	16.4	+0.4	NS
To Seek Employment	23.5	8.3	14.0	-9.5	NS
Prolonged Absence from School	3.8	2.8	4.5	+0.7	NS
Influence of Out of School Associates	2.1	4.5	3.7	+1.6	NS
Health Problems	6.7	19.3	4.5	-2.2	NS
Disciplinary Problems	1.7	25.3	3.0	+1.3	NS
Military Service	0.9	10.3	1.2	+0.3	NS
Financial Difficulties at Home	20.4	3.8	12.8	-7.6	NS
Other	14.1	0.0	26.2	+12.1	>.01
Totals	100.0	100.0	100.0		

One of the largest increases since the 1970 study, 12.1 percentage points, was in the "other" category. An analysis of the "other" reasons for dropping out indicated the following top four general observations, listed in rank order of frequency mentioned:

1. Not enough progress
2. Not enough time to learn
3. Noisy learning environment
4. Poor student conduct

Recommendation

As previously recommended in 1978, procedures should be modified to obtain notification from the public school system of all high school dropouts who are legally qualified to participate in the ABE program, i.e., 16 years of age. These dropouts should be recruited to resume their studies toward a high school equivalency as soon as possible. Many dropouts leave school because they are unable to function in that type of rigidly structured environment. ABE learning centers with flexible, individually designed and scheduled instructional programs are ideal for accommodating students' work schedules.

Special recruitment efforts and programs should be developed to salvage the dropouts as soon as possible after separation from the public secondary system. The secondary schools should make provisions for referral to the ABE program and allow transfer back and forth between the two programs with acceptance and credit for work completed in the ABE program. Further study of the causes of dropouts should be made for further verification of these findings.

It is quite possible that the ABE program can salvage numerous dropouts with short-term problems and return them to the secondary system with very little or no loss in achievement. Several students have exhibited achievement in the ABE learning centers far superior to their high school achievement record.

Post-School Training. The results of an analysis of the types of post-public school training experience of the ABE students prior to ABE enrollment are presented in Table 62 on the following page.

Table 62. ABE Students' Post-Public School Training Experience

Type Training	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Federal Welfare Work Experience Program	6.9	3.4	3.5	-3.4	NS
Adult Vocational Training	10.8	13.4	12.7	+1.9	NS
Manpower Development and Training	1.6	4.7	3.5	+1.9	NS
Military Occupational Training	5.4	9.2	5.6	+0.2	NS
Other Occupational or On-Job Training	17.5	10.2	18.1	+0.6	NS
Other Adult Literacy Programs	5.4	7.5	19.8	+14.4	>.01
None	52.4	57.6	36.8	-15.6	>.01
Totals	100.0	100.0	100.0		

In 1970 over one-half (52.4%) of the then current ABE students had no additional training after leaving the public school system. This percentage has decreased 15.6 percentage points since 1970 and indicates that some 63.2% are taking advantage of the various other federal training programs.

Another notable increase, 14.4 percentage points, was in the category of "Other Adult Literacy Program." This appears to indicate that many public school drop-outs are taking advantage of other types of literacy training prior to enrolling in ABE. It could also indicate that the prior programs were not meeting their needs and, therefore, they enrolled in ABE. The fact that most current ABE students were out of school 10 to 15 years prior to enrolling and have had little, if any, planned post-secondary educational experiences indicates the importance of "learning how to learn" once again. Non-existent or dormant learning skills must be activated. Study skills, note taking, reading comprehension, and other learning strategies must be emphasized before content learning can be effectively accomplished.

Recommendation--State

Attention should be given to learning skills. This important area should be added to the ABE curriculum. The learning skills area should include study habits, scheduling time, listening skills, note taking, review techniques, and various other learning strategies that can be employed to improve learning in reading, computation, citizenship, home and family life, etc.

Future Educational Plans. The ABE students' plans for continuing their current educational activities offers valuable guidance for program planning. Sixty-eight percent (68%) indicated they plan to continue their education beyond the ninth grade level. Table 63, on page 119, indicates the students' preferences for post-ABE training.

The largest percentage (45.9%) indicated an interest in GED preparation, which is the logical progression after completing ninth grade ABE work. The percentage has not significantly increased since 1970 (46.1%).

The next largest percentage (13.9%) was in the college and university category. This was an increase of nine percentage points since the 1970 study. It is most encouraging to note that a greater number of the ABE students are planning to continue their studies. The other two largest percentage scores were "Community College" (11.1%) and "On the Job Training" (10.3%).

Table 63. Distribution of ABE Students' Preferences for Specific Types of Post-ABE Training

Type Training Preferred	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
GED Test Preparation	46.1	47.0	45.9	-0.2	NS
High School Equivalency	10.2	6.1	2.5	-7.7	NS
Private Commercial School	0.7	8.3	0.4	-0.3	NS
College or University	4.9	4.3	13.9	+9.0	>.01
Apprenticeship Training	0.2	9.0	0.5	+0.3	NS
Trade School	4.0	12.3	1.8	-2.2	NS
Community College	5.4	4.3	11.1	+5.7	NS
Vocational School	5.9	0.3	4.0	-1.9	NS
Technical School	4.3	5.2	3.2	-1.1	NS
On-Job Training	12.1	.3	10.3	-1.8	NS
Job Skill Training	6.2	2.7	6.4		
Totals	100.0	100.0	100.0		

Many (45.9%) of the students' immediate short-term goal is the completion of the GED with plans for subsequent education of various types as indicated.

Citizenship Training. Some 27.7% of the current students are not U.S. citizens. Over half (54.5%) are not registered to vote. Among those who are registered (45.5%), approximately one-third (32.9%) indicated that they voted on a regular basis. Some 42.5% indicated that they never voted. In 1970, 40% indicated they were not registered, and of the remaining 60% approximately one-half (54%) voted in the last presidential election. The percentage of unregistered voters has increased 14.5 percentage points since 1970. The percentage of registered voters who do not vote has remained fairly constant since 1970.

Recommendation—State

As previously recommended, citizenship training should be included in each local ABE curriculum. Special field trips to register and vote should be part of the citizenship training. Demonstrations of the efficacy of the democratic process should be arranged. Legal information and trips to observe judicial procedures should be provided. The disadvantaged adult must learn that the system can work and that it can be changed through responsible citizenship activities.

Transportation. Transportation problems have been frequently cited as one of the major barriers to participation in ABE programs. Table 64 indicates the non-car owner's means of transportation to the program.

In 1970, 38% of the students indicated they did not have an automobile. Currently 43.6% do not own an auto. This represents an increase of 5.6 percentage points since 1970. Among this current group who do not own cars, the largest percentage (38%) use a "car pool" to get to class. The next highest percentage (32.9%) walk to the program. In general, the three major options (car pool, public transit, and walking) are evenly utilized. Taxis, the most expensive option, is utilized least for obvious reasons. Overall, the transportation problem has remained fairly constant since 1970.

Table 64. Students' Means of Transportation to the ABE Program

Type Transportation	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Car Pool	42.3	40.5	38.0	-4.3	NS
Public Transportation	29.4	1.5	28.6	-0.8	NS
Walk	26.8	28.2	32.9	+6.1	NS
Taxi	1.5	29.8	0.5	-1.0	NS
Totals	100.0	100.0	100.0		

Recommendation--Federal

Provisions and funds should be provided to allow reimbursement of transportation expenses to and from the program for those students who meet low income or welfare criteria.

Recommendation--State

Transportation alternatives should be provided for those students who are not within walking distance of the program. Car pools, bus passes, etc., should be established and provided for those students who meet low income and welfare criteria or who can provide evidence of their inability to attend classes because of transportation expenses. Students, recruiters, teachers, aides, etc., should be reimbursed at the current state mileage allowance for transporting eligible students to and from the program.

Student Progress

Attendance. Enrollment in the program is a deceptive statistic. It is attendance that is crucial. Table 65 presents the students' cumulative hours of attendance.

Table 65. ABE Students' Cumulative Hours Attendance

Total Hours Attendance	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
700 and above	0.7	0.8	1.6	+0.9	NS
600 - 699	0.7	0.4	1.2	+0.5	NS
500 - 599	2.7	0.7	0.8	-1.9	NS
400 - 499	2.5	1.2	3.0	+0.5	NS
300 - 399	3.6	2.9	4.5	+0.9	NS
200 - 299	10.3	5.7	7.4	-2.8	NS
100 - 199	52.8	17.8	19.6	-33.2	>.01
0 - 99	26.7	71.5	61.9	+35.2	>.01
Totals	100.0	100.0	100.0		

In 1970, the average hours of attendance per day was 2.7 and the mean hours of attendance per week was 6.8. Currently, the daily average is 4.7 hours and the weekly average is 9.5 hours. The daily hours of attendance have increased 57.4% and the weekly hours of attendance have increased 71.5% over the past 15 years. Over 60% have had fewer than 100 hours of attendance and 81.5% have had fewer than 200 hours of attendance. The long-range trend seems to be fewer hours of attendance per student. It is essential to note that attendance does not mean hours of instruction. If the average hours of attendance per week is 9.5, then the student is probably only receiving six to seven hours of instruction per week.

Reading and Mathematics Achievement. A summary of the students' initial enrollment grade level, current measured grade level, and average gains in reading and mathematics is presented in Table 66.

Table 66. Summary of Students' Grade Level Achievements in Reading and Mathematics

	Grade Levels					
	Initial		Current		Mean	Significant
Subject Area	Mean	S.D.	Mean	S.D.	Gain	at .05 Level
1970:						
Reading	5.37	2.36	6.04	2.58	0.67	yes
Mathematics	5.09	1.97	6.03	2.18	0.94	yes
1978:						
Reading	6.16	2.37	6.43	2.35	0.27	no
Mathematics	5.63	1.89	6.29	2.14	0.66	yes
1985:						
Reading	5.83	2.45	6.05	2.68	0.22	no
Mathematics	5.41	1.93	5.94	2.38	0.53	yes

The mean initial reading score in 1970 was 5.37 grade levels. In 1985 it was 5.83. This represents an increase of .46, or approximately one-half a grade level over the 15-year period. This is a small but significant increase and indicates that on the average the undereducated adult is entering the ABE program between the fifth and sixth grade levels in reading and mathematics. Given the average total hours of instruction, (132.7), the average student is gaining approximately one-fifth (.22) of a grade level in reading and one-half (.53) a grade level in math.

Mean gain scores in reading and math have dropped from .67 to .22 and from .94 to .53 respectively. In summary, it may be stated that overall achievement in reading and mathematics in the ABE program has declined since 1970. It should be noted that approximately one-fourth of the students enter the program as ABE Level I (0-4) in reading and mathematics. Some 54% to 68.7% enter as Level II (5-8) in reading and mathematics, respectively, with the remaining 22.8% in Level III (9-12) in reading and 9% in mathematics.

Beginning reading takes more instructional time than reading improvement. This fact, therefore, lowers the overall average achievement per hundred hours of instruction. Given the part-time nature of the program and characteristics of the ABE students, the modest gains reported are indications of good instruction in reading and math. The overall time on task and achievement gain are, of course, much too low.

Recommendation--Federal

Adult Basic Education will never reach its remedial goal of literacy for all citizens until adequate funding is provided for full-time ABE programs with full-time ABE supervisors and teachers. The part-time piecemeal approach, while making progress, will never solve the obvious problem and its degrading and costly consequences.

Recommendation--State

Federal funds should be supplemented to provide full-time ABE programs across the Commonwealth.

Current ESL Levels. English as a Second Language data was not collected in 1970, however, these students were included in the 1985 study. Current programs offering ESL instruction reported the following percentages in the three ESL categories:

Beginning	26%
Intermediate	46%
Advanced	24.8%
Other	3.2%

As in the ABE program, approximately one-fourth are beginning level students thus requiring more instructional time than intermediate or advanced students. Since approximately one-fourth (27%) of the current ABE students indicated a language other than English as the main language spoken in the home, it again emphasizes the additional time needed to teach initial language and reading skills to the ABE population.

Subject Difficulty. The students were asked to indicate which subjects they found most difficult. Table 67 indicates the students' difficulty rankings of various subjects.

Table 67. Students' Rankings of Various Subjects Difficulty

Subject Area	Rankings 1970	1978	1985
Mathematics	1	1	1
Reading	2	4	3
Spelling	3	2	2
Writing	4	3	4
Listening	*	*	6
Pronunciation	*	*	5

*Not on 1970 or 1978 survey

Over the 15-year period students have consistently ranked mathematics as the most difficult subject in their programs. Reading has dropped from second to third in difficulty. This is evidence that reading materials and instruction have improved over the past 15-years.

Compared to Public School. The students were asked to compare their current ABE classes with previous public school classes. The results of the comparisons are presented in Table 68.

Table 68. Comparison of Current ABE Classes With Previous Public School Classes

Comparison	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Very much like	6	6	6.3	+0.3	NS
Similar	29	23	24.3	-4.7	NS
Very Different	65	71	69.4	+4.4	NS

Basically, there have been no significant changes in the students' comparisons of the ABE classes with public school classes. Currently, 69.4% feel that ABE classes are "very different" from public school elementary and secondary classes. Many studies have supported the importance of an adult learning environment; and although over two-thirds of the ABE students feel that ABE classes are "very different," approximately one-third (30.6%) feel that they are "similar" or "very much like" elementary school.

Recommendation--State

All ABE classes should be conducted in an adult environment with adult facilities, materials, and methods.

Current and Overall Progress. ABE program personnel were requested to vote their student current and overall progress using information taken from the students' achievement records. Table 69 indicates the types of personnel who completed the Student Data Sheets.

Table 69. ABE Personnel Completing Student Data Sheets

Type Personnel	Percentage 1970	 1978	 1985
ABE Supervisors	4.2	5.7	5.9
ABE Teachers	80.2	68.1	72.6
Teacher's Aides	9.1	23.0	17.4
Other Clerical Staff	6.5	3.2	4.1
Totals	100.0	100.0	100.0

Most of the data sheets (90%) were completed by teachers or teacher aides. One notable trend is the increased use of teacher aides.

The ABE Staff's ratings of student progress are presented in Table 70. In general, the ratings of students' progress have not significantly changed over the past 15 years. Currently, 63.4% are making "above average" progress. Overall progress shows 64.1% making "above average" progress. Approximately 30% are making "average" progress currently and overall. Some 14% are making below average current and overall progress. In general, 85.4% are making satisfactory overall progress in the program.

Table 70. Summary of ABE Staffs' Ratings of the Students' Current and Overall Progress

Factor Rates	Rating	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
Current Progress	Excellent	17.0	12.3	18.6	+1.6	NS
	Good	40.4	41.3	44.8	+4.4	NS
	Average	27.8	30.5	21.9	-5.9	NS
	Fair	12.8	14.2	10.8	-2.0	NS
	Poor	2.0	1.7	3.9		
Totals		100.0	100.0	100.0		
Overall Progress	Excellent	20.1	13.4	20.6	+0.5	NS
	Good	40.5	42.6	43.5	+3.0	NS
	Average	27.5	29.2	21.3	-6.2	NS
	Fair	10.7	13.3	10.8	+0.1	NS
	Poor	1.2	1.5	3.8	+2.6	NS
Totals		100.0	100.0	100.0		

Recommendation--State

Those students who are not making satisfactory progress in the ABE program should be given special diagnostic attention to determine the reasons for lack of progress. The types of problems hindering progress should be identified, e.g., learning difficulty, emotional, financial, health, etc. Analysis of instructional techniques, methods, materials, and personnel should be made in determining the causes of unsatisfactory achievement.

Program Promotion

The Need for Program Promotion. Program promotion and the development of a desirable image in the state and community is essential for state and local political support and student recruitment. Each program engages in various types of public relations activities. This section will examine several indications of successful program promotion.

Public Relations

Local Advisory Committees. In 1970, 87% of the local ABE programs did not have advisory committees. In 1985, 55% of the ABE supervisors indicated that they had a local ABE advisory committee. This represents a significant increase of 32 percentage points. Currently 45% still do not have local advisory committees.

The benefits of an advisory committee, which includes input from students, is well documented. Not only does it help ensure the relevance of local programs, but it is an excellent program promotion and public relations device, not to mention the political power of a well-chosen committee.

Recommendation--State

Each local program that does not have a program advisory committee should be requested to form one. Model or sample committees from other programs should be given to non-committee programs as examples. The benefits of a program advisory committee should be emphasized to those programs.

State Department Assistance. The ABE supervisors' mean rating of the state staff's assistance in program promotion was 3.77 or "average to good." This is an increase of .20 from the mean rating of 3.57 in 1970. In essence, the program promotion efforts have changed very little over the 15-year period. "Average to good" program promotion will never create the image and public support that ABE needs to accomplish its goals. The hard core illiterate is not buying the product. Public awareness has shown an up-swing over the past year; however, this effort has to be sustained at the local level over a much longer period of time if illiteracy is to receive adequate state and local support.

Community Support. Local community acceptance and support of the ABE program is a good indicator of successful public relations and program promotion. In 1970, the ABE supervisors rated community attitude as "average" or "below average." In 1985, it was rated by some 69.6% as "adequate" with the remaining 29.4% either "not sure" or rating community support as "inadequate." The local ABE teachers mean rating of the local attitude toward ABE was 3.66, which is "average" to "good" on the five-point scale used. Some 13.8% rated it from "fair" to "poor." In 1970, 40.2% of the teachers rated community support as "inadequate." Currently, only 20.2% rate it as "inadequate." This represents a decrease of 20 percentage points and is an indication of an increase in community support.

Since most of Virginia's ABE programs are funded and operated through the public school system, it is important that the local school divisions and administrators have a positive attitude toward and support the local ABE program. Table 71 on the following page presents the summary of the ABE supervisors' and teachers' ratings of the school divisions.

Table 71. Summary of Ratings of School Divisions' Attitude and Support

Rater	Factor	Rating	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
ABE Supervisor	School Administrators' attitude toward ABE	Excellent	45.2	23.3	25.3	-19.9	>.01
		Good	36.9	38.3	55.7	+18.8	>.01
		Average	15.5	30.0	15.2	-0.3	NS
		Fair	2.4	6.7	1.3	-1.1	NS
		Poor	0.0	1.7	2.5	+2.5	NS
Totals			100.0	100.0	100.0		
ABE Supervisor	School Division support of ABE	Adequate	-----	-----	89.8	-----	
		Not sure	-----	-----	1.3	-----	
		Inadequate	-----	-----	8.9	-----	
Totals			-----	-----	100.0		
ABE Teacher	School Division support of ABE	Adequate	73.5	60.8	64.7	-8.8	NS
		Not sure	19.0	25.9	19.1	+0.1	NS
		Inadequate	7.5	13.3	16.2	+8.7	NS
Totals			100.0	100.0	100.0		

In 1970, 82.1% of the supervisors rated the local school division's administration's attitude toward ABE from "good" to "excellent." In 1985, 81.0% still rate it from "good" to "excellent." There has been no significant change in the average ratings, however, a shift from "excellent," -19.9 percentage points, to "good," +18.8 percentage points, was noted over the 15-year period. Some 89.8% of the supervisors and 64.7% of the teachers rated the local school division's support of ABE as "adequate." There were no significant shifts in the ratings of the school divisions' support.

In general, the local school divisions' attitude toward and support of ABE is favorable, but these favorable attitudes are slowly eroding. This is probably attributable to inadequate funding and lack of program promotion activities.

Cooperation with Related Agencies. In 1970, 32.8% of the supervisors felt that the cooperation and services from local community agencies were adequate. Currently 68.3% felt that the services and cooperation were adequate. This represents a significant increase of 35.5 percentage points. Only 31.7% felt that it was inadequate. It appears that over the 15-year period significant progress has been made in utilizing related services in the community to assist the ABE students with their many problems and needs.

Recommendation--State

The one-third that feels that cooperation and services from related agencies are inadequate should be contacted to determine the nature of the problem. Related agencies should be informed about the goals and purposes of the ABE program and also the services it provides. A previous recommendation (1978) suggested the development of an Agency Directory describing location, services provided, contact person, and telephone numbers. Representatives from related agencies should be appointed to local advisory committees. Students should also be made aware of related services and referred to appropriate agencies for assistance with particular problems.

Student Recruitment

The fact remains that we are serving only 2-3% of the target population. Many programs operate with bare minimum student enrollments. Recruitment is directly related to program promotion activities and the general image of the local ABE program. It is also directly related to who has the responsibility for recruitment and the efforts made by the local staff and the state level staff in program promotion and student recruitment. It is almost too obvious to state, but if they do not enroll, they cannot be served. The high dropout rate increases the necessity for larger enrollments.

Personnel Involved. Public relations, the formation of a favorable image and student recruitment are the responsibility of the total staff. ABE supervisors indicated in 1970 that they spent 10% of their time in recruitment activities. Currently, they average 13.5% of their time, a small increase of 3.5 percentage points over the 15-year period. Table 72 on the following page presents the ABE teachers' student recruitment contacts per month.

Some 39.2% of the teachers indicated that recruitment of students was not their responsibility. This is a significant increase of 13.5 percentage points over the 1970 figure (25.7%). Approximately one-fourth

Table 72. ABE Teachers' Student Recruitment Contacts Per Month

Number of Contacts	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
7 or more	9.2	8.2	10.0	+0.8	NS
5 - 6	10.0	7.8	4.0	-6.0	NS
3 - 4	23.9	15.2	22.5	-1.4	NS
1 - 2	31.2	23.1	24.3	-6.9	NS
Not my responsibility	25.7	45.7	39.2	+13.5	>.01
Totals	100.0	100.0	100.0		

(24.3%) make 1-2 contacts per month and some 22.5 make 3-4 or one per week. Only 10% make approximately two contacts a week. Obviously the ABE teacher is not doing much systematic recruitment, and the ABE supervisor is spending very little time on recruitment. It can be concluded that recruitment is not receiving the effort necessary. This again relates to inadequate funds and emphasis on this crucial activity.

Recommendation - State

A staff member in each program should be assigned the responsibility for student recruitment. Para-professional and successful students should be hired as part-time recruiters.

Recruitment Procedures. In 1970, 52% of the supervisors and 41% of the teachers indicated that the student recruitment procedures were inadequate. In 1985, 25.3% of the supervisors and 22% of the teachers felt the recruitment procedures were inadequate. This shows that considerable progress has been made with the recruitment problem; however, approximately one-fourth of the teachers and supervisors feel the procedures are still inadequate.

Publicity. In 1970 word of mouth accounted for 30.7% of the students' information about the ABE program. Table 73 compares the distributions of the students' sources of information about the ABE program.

Table 73. Distribution of Sources of Student Information About the ABE Program

Source	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Friends	30.7	33.5	21.1	-8.6	NS
Newspaper	11.2	9.4	15.2	+4.0	NS
School Bulletin	8.4	5.8	6.4	-2.0	NS
Recruitor	8.3	8.6	3.5	-4.8	NS
Enrolled Student	7.1	7.1	3.9	-3.2	NS
Family	6.9	13.2	10.5	+3.6	NS
Welfare Agency	6.1	2.4	19.2	+13.1	NS
Employer	5.9	4.3	3.2	-2.7	NS
TV or Radio	5.1	3.9	4.7	-0.4	NS
Church	4.9	2.4	2.6	-2.4	NS
Employment Agency	0.9	1.2	1.6	+0.7	NS
Other	4.5	8.2	8.1	-0.8	NS
Totals	100.0	100.0	100.0		

The largest changes since the 1970 study has been in the "friends" and "welfare agency" categories. The only significant change, a 13.1 percentage points increase, was in students getting ABE program information from welfare agencies. The top three sources of program information and, therefore, recruitment resources were friends, welfare agencies, and the newspaper. The other sources account for no more than 10% each and in six cases, less than 5% each. The data indicates that students learn about the program from a variety of sources and that several publicity resources are under-utilized. In 1970, over one-third of the supervisors and approximately 40% of the teachers indicated that program publicity was inadequate. In the current study 22.5% of the teachers and 16.4% of the supervisors felt it was inadequate. In general, the ratings of program publicity have significantly increased since 1970.

Access to Mass Media. If mass media is to be utilized for image formation and student recruitment, students must have access to the various media. In 1970, 95% of the students had radios and 92% had televisions. The average student spent 2.8 hours per day watching television. In the current study access to radio has increased to 96% and television access to 97% with the average viewing time remaining unchanged. In general, the students' access to mass media has not changed over the 15-year period. These facts certainly confirm the potential of mass media for recruitment and instruction of ABE students. In essence, both radio and TV have never been fully utilized in the ABE program.

Recommendation--State

Local programs should make increased efforts to use public time and to take advantage of publicity opportunities through the mass media. Public domain programs should be broadcast, and prepared publicity formats should be shared through the State Department. Again, mass media is costly; however, there are a number of cheap and free opportunities available.

Enrollment Factors

Program attractiveness which relates to image, public relations and attitudes toward the program are good indicators of the supervisors' and teachers' desire to promote the program and recruit students. In 1970, 69% of the supervisors and 42.5% of the teachers felt that the program's attractiveness to students was inadequate. Currently, over one-half, 50.7% of the supervisors and 42.8% of the teachers, feel the program is not adequate in program attractiveness. In general, the supervisors feel the program is more attractive than in 1970, and the teachers' ratings have not significantly changed. In both cases, however, 50-60% indicated inadequate attractiveness to students.

Reasons for Attending. The students were asked to rank their top three reasons for attending the ABE program. Table 74 compares the rankings from 1970-1985.

Table 74. Summary of Students' Reasons for Attending the Program

Reasons	Rank 1970	Rank 1985
To learn to read	1	
To get a better job	2	1
To get a job	3	2
To improve job performance		3
To help children with school work		3

The ABE teachers were asked to rank the top two reasons for students attending the program. To "pass GED" ranked first and "self satisfaction" ranked second. To "get a job" and "to get a better job" were ranked third and fourth, respectively. To learn to read, the top ranked reason in the 1970 study, is no longer listed as a major reason for attending. Overall, the major reasons for attending as ranked by the students and the teachers included to "pass the GED," to get an "initial or better job" or to "improve on-the-job performance" and last but not least, "self-satisfaction." Three out of the five reasons are job related. GED is also job related as it is a requirement for initial employment.

Recommendation--State

Recuitment and publicity campaigns should promote and emphasize the major themes of employment, job promotion, and self-satisfaction.

Enrollment Problems. The ABE supervisors and teachers were asked to indicate what they thought were reasons more adults did not enroll in the programs. An analysis of the reasons indicate "embarrassment" and "lack of self-confidence" were the top two reasons given. "Transportation" problems and "children" were the next two most frequently listed. In 1970 "embarrassment" and "lack of confidence" were the top two reasons; therefore, the top two have not significantly changed over the past 15 years.

In this study some two-thirds (65.8%) of the supervisors indicated that the program was not reaching the hard-core illiterate, i.e., the non-reading young males and females. The 1970 percentage was 75, thus indicating a drop of 9.2 percentage points, which suggests that we are reaching a larger percentage of the Level I students.

Recommendation--State

New program promotion and publicity activities should be targeted toward the Level I hard-core illiterates. Care should be exercised and selected methods employed that do not embarrass or detract from the prospective students' self-concept. Success and getting an initial or better job should be emphasized. The image of "it's the smart thing to do" must be promoted and every effort made to remove the stereotype of failure and returning to "elementary" school. Creative and novel means of communicating the favorable ABE image should be explored, developed, and distributed to local programs.

Local Instructional Program

This section will treat some specific local program factors that were not discussed in the State Level Factors section.

Instructional Program Ratings. The local supervisors and teachers were asked to rate a variety of instructional program factors. Table 75, pages 140 and 141, summarizes the ratings.

Table 75. Summary of Supervisors' and Teachers' Ratings of Instructional Program Factors

		Supervisor					Teacher				
		Percentage			Difference	Significance of	Percentage			Difference	Significance of
Program Factor	Rating	1970	1978	1985	1970-85	Difference	1970	1978	1985	1970-85	Difference
Teamwork among teachers and supervisors	Adequate	86.4	88.2	96.2	+9.8	NS	82.7	79.3	85.5	+2.8	NS
	Not Sure	8.6	3.4	2.5	-6.1	NS	7.1	9.5	5.3	-1.8	NS
	Inadequate	5.0	8.5	1.3	-3.7	NS	10.2	11.2	9.2	-0.1	NS
Variety and availability of instructional materials	Adequate	95.1	80.0	8.9	-5.3	NS	80.4	68.8	78.0	-2.4	NS
	Not Sure	0.0	3.3	2.6	+2.6	NS	2.6	4.1	3.3	+1.5	NS
	Inadequate	4.9	16.7	7.6	+2.7	NS	17.0	27.9	17.9	+0.9	NS
Suitability of teaching methods for adults	Adequate	80.2	88.0	9.1	+10.9	>.01	82.4	87.3	96.5	+14.1	>.01
	Not Sure	12.4	8.5	3.8	-8.6	NS	2.9	9.3	2.9	0.0	NS
	Inadequate	7.4	3.4	5.1	-2.3	NS	14.7	3.4	2.6	-12.1	>.01
Relationship of classroom materials and instruction to practical problems of interest to students	Adequate	76.3	75.9	82.3	+6.0	NS	81.6	75.6	82.7	+1.1	NS
	Not Sure	17.5	6.9	4.5	-13.0	>.01	9.9	12.4	10.4	+0.5	NS
	Inadequate	6.2	17.2	13.2	+7.0	NS	8.5	12.0	6.9	-1.6	NS
Effectiveness of the ABE program in meeting students' needs	Adequate	69.1	78.3	82.3	+13.2	>.01	70.7	80.0	83.8	+13.3	>.01
	Not Sure	24.7	18.3	15.2	-9.5	NS	19.7	14.2	10.4	-9.3	NS
	Inadequate	6.2	3.4	2.5	-3.7	NS	9.6	5.8	5.8	-3.8	NS

Table 75. (continued)

		Supervisor					Teacher				
		Percentage			Difference	Significance of	Percentage			Difference	Significance of
Program Factor	Rating	1970	1978	1985	1970-85	Difference	1970	1978	1985	1970-85	Difference
Availability of audio-visual aids	Adequate	90.1	75.0	72.2	-17.9	>.01	72.9	51.5	56.6	-16.3	>.01
	Not Sure	1.2	5.0	21.5	+20.3	>.01	6.0	12.5	12.2	+6.2	NS
	Inadequate	8.7	20.0	6.3	-2.4	NS	21.1	36.0	31.2	+10.2	>.01
Classroom use of audio-visual aids	Adequate	81.3	61.0	59.5	-21.8	>.01	72.3	51.9	50.3	-22.0	>.01
	Not Sure	5.0	11.9	15.2	+10.2	>.01	6.0	14.0	10.4	+4.4	NS
	Inadequate	13.7	27.1	25.3	+11.6	>.01	21.7	34.1	39.3	+17.6	>.01
Ability to use ABE program to prepare students for the General Educational Development Exam	Adequate	53.7	84.7	82.3	+28.6	>.01	27.2	73.7	83.8	+56.6	>.01
	Not Sure	19.5	11.8	7.6	-11.9	>.01	30.2	19.4	2.9	-27.3	>.01
	Inadequate	26.8	3.3	10.1	-11.7	>.01	42.6	6.9	13.3	-29.3	>.01
The use of field trips, guest speakers and other community resources for instruction	Adequate	40.7	88.1	29.1	-11.6	>.01	36.6	22.4	29.5	-7.1	NS
	Not Sure	17.3	8.5	20.3	+3.0	NS	17.6	24.6	27.7	+10.1	>.01
	Inadequate	42.0	3.4	50.6	+8.6	NS	45.8	53.0	42.8	-3.0	NS

The three program factors receiving the highest ratings by supervisors and teachers were "teamwork," "variety and availability of curricula materials," and "suitability of teaching methods." The three factors rated lowest were, "use of field trips, guest speakers and other community resources for instruction," "classroom use of audio-visual aides," and "availability of audio-visual aids." The most significant increase, 56.6 percentage points, was in the rating of the ABE program's ability to prepare students for the G.E.D.

Significant decreases of 17.9 and 16.3 percentage points were noted in the ratings of the "availability of audio-visual aids." Some 83.8% of the teachers rated the program as effective in meeting students' needs. This represents a 13.3 percentage point increase since 1970. The supervisors had approximately the same increase (13.2 percentage points).

Recommendation--State

Local programs should be encouraged to make maximum use of community resources, e.g., facilities, speakers, books, films, field trips, etc. The State should provide a resource directory for the local programs, or each local program should develop its own directory with a standard format provided by the State Department.

Student Personnel Services

Introduction. Given the characteristics of the adult under-educated population, student personnel services are an essential component of the program. Because of funding inadequacy, the essential support services are provided sporadically by the instructional staff. Trained counselors are not available to most programs. The services that should be provided to complement the instructional program are recruitment, orientation, student diagnosis, personal counseling, career and educational guidance, referral to social service agencies, job placement, and follow-up of dropouts and successful completions. The teaching staff cannot adequately perform these functions.

The Student Personnel Point of View. The American Council of Education has succinctly stated the guiding philosophy and goals of student personnel services,

> The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student's well-rounded development--physically, socially, emotionally and spiritually, as well as intellectually. The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal process of our American democracy, his full and balanced maturity is viewed as a major end-goal of education, and, as well, a necessary means to the fullest development of his fellow citizens. From the personnel point of view any lesser goal falls short of the desired objective and is a real drain and strain upon the self-realization of other developing individuals in our society.
>
> The realization of this objective--the full maturing of each student--cannot be attained without interest in and integrated efforts toward the development of each and every facet of his personality and potentialities. (American Council on Education, 1949)

Existing ABE Student Personnel Services. The types of student personnel services provided in local programs were summarized and discussed on pages 47-49. Additional discussion was presented in the counselors' section on pages 91-95. This section will treat specific student personnel services not previously discussed.

Student Recruitment. This essential activity was discussed in a previous section. It is noted again to emphasize its importance and to stress its relationship to orientation, student evaluation, educational counseling, course and job placement and follow-up of absentees, dropouts, and successful completions.

It is good for a program's image to be able to recruit a student from a community or employer and to return the trained student to a better job. Program continuity is enhanced by staff members who are aware of recruitment, dropout problems, and job placement opportunities. These duties should be the responsibility of one or more of the staff.

Recommendation--State

Each local program, if it does not have a trained counselor, should assign a staff member other than the teacher to the combined student personnel activities of recruitment, follow-up of absentees and dropouts, and test administration and scoring. This person could be a trained para-professional or a successful ABE student.

Orientation. A student's initial experiences and reactions to the ABE program affect his subsequent attitudes, interests, and motivations. It is essential to create a warm, friendly, accepting, non-critical environment for the new as well as the continuing ABE students.

All of the local ABE programs have some type of orientation for new students. Usually the teacher conducts the orientation activities. Most new ABE students approach the program with a great amount of anxiety and suspicion because of their previous poor experiences with public education and the ensuing failures and damage to their self-image that are related to their educational deficiencies. A well-planned orientation program is essential in creating the type of instructional environment that will allow the student to overcome his anxieties and to improve his self-image in order to sustain the interest and motivation so crucial to learning.

Recommendation--State

Each local program should plan a student orientation program for new and prospective students who visit the center. The orientation program should briefly involve all members of the program team but could be conducted by instructional aides. The orientation for new students should occur over a period of one or two weeks. Care must be exercised to avoid overwhelming the student on his first visit. The orientation activities should accomplish the following objectives:

1. Create a warm, accepting attitude.
2. Obtain initial record data.
3. Plan an attendance schedule.
4. Acquaint the student with the physical facilities, i.e., restrooms, lounge areas, study areas, exits, check-ins, water, etc.
5. Introduce the staff.

6. Familiarize the student with the instructional procedures and environment (i.e., briefly describe and demonstrate the various types of hardware and software that the student will be using)
7. Assist in planning transportation, providing bus schedules, and arranging car pools, etc.
8. Allow students to discuss any problems they are encountering or questions concerning the program.

A short version of the orientation activities should be designed for visiting prospective students and concerned members of the community. An orientation program which is not well organized can consume an inordinate amount of staff time. It is excellent public relations to provide tours for visitors stimulated by successful publicity, but this activity, if not carefully planned, can disrupt instructional activities and place undue burdens on administrative and instructional personnel. The professional staff should be involved and should supervise the orientation activities, but the majority of these activities can be accomplished with trained aides.

Student Evaluation. This student personnel service is closely related to the instructional program. A well-designed testing program will include a variety of evaluative instruments that will provide information for the professional staff and the students. The tests will augment and complement the teachers' instructional testing activities. In general, an ABE test battery should include the following types of assessment instruments:

1. General intelligence.
2. Differential aptitudes.
3. Specific achievement areas.

4. Diagnostic
    a. Subject areas
    b. Personal adjustment.
5. Interest, opinions, attitudes, values, etc.
6. Interview schedules for demographic data.

Local Student Evaluation

Types of Tests. The broad categories of test types have shown no significant change since 1970. The largest decline (9.6 percentage points) was in the use of "achievement" tests. The largest increase, 7.2 percentage points, was in the use of "interest" inventories. Over one-third (33.7%) of the teachers use informal teacher-constructed tests. Very little (1.1%) use is made of intelligence tests and personality tests (2.5%). Given the fact that most programs do not have trained counselors or guidance personnel probably accounts for this finding. Table 76 on the following page summarizes the types of tests used in local programs.

Course Placement. Teachers were asked to indicate what they believed were the two most valid sources of information for initial course placement. Some 7.5% indicated that initial placement tests were not used. Table 77 indicates the teachers' use of course placement data. The two largest sources of initial course placement data are "initial interviews" (45.6%) and "student objectives" (27.7%). Approximately one-fourth (24.9%) utilized test results for initial course placement. Over the past 15 years the largest decrease, 25.5 percentage points, was in the use of "teachers' opinions." The largest increase, 21.7 percentage points, has been in the use of the "initial interview" as the primary source of data for initial course placement.

Table 76. Types of Tests Used in Local Programs

Test Type	Percentage 1970	Percentage 1985	Difference 1970-85	Significance of Difference
Formal:				
Aptitude	10.9	8.0	-2.9	NS
Achievement	43.3	33.7	-9.6	NS
Intelligence	3.7	1.1	-2.6	NS
Personality	2.6	2.5	-0.1	NS
Interest	4.0	11.2	+7.2	NS
Other	4.0	9.8	+5.8	NS
Informal:				
Teacher-constructed	31.5	33.7	+2.2	NS
Totals	100.0	100.0		

Table 77. Valid Sources of Initial Course Placement Data

Data Source	Percentage 1970	Percentage 1978	Percentage 1985	Difference 1970-85	Significance of Difference
Initial Interview	23.9	18.7	45.6	+21.7	>.01
Student Objectives	15.8	19.6	27.7	+11.9	>.01
Test Results	32.3	35.1	24.9	-7.4	NS
Teachers' Opinions	27.2	20.2	1.7	-25.5	>.01
Other	3.8	6.4	0.1	-3.7	NS
Totals	100.0	100.0	100.0		

Some 65.9% of the teachers stated that formal testing was a good placement tool. The remaining 34.1%, or one-third, felt that it was not.

Staff Ratings of Current Testing Programs. The ABE supervisors rated the State Department assistance in student evaluation from average to good (3.72). Some two-thirds (66.5%) of the teachers and 79.7% of the supervisors indicated that the diagnostic and achievement testing of the students was "adequate." In 1970, the supervisors' ratings were 53.7% as "adequate." This is a significant increase over the period of some 26 percentage points.

The data appears to confirm again that most local programs have course placement and achievement testing but that they do not have a comprehensive testing program with a variety of evaluation instruments essential for student counseling and career guidance.

Recommendation--State

The State Department should recommend a battery of evaluative instruments that can be administered and interpreted by teachers and aides. The battery should include, in addition to diagnostic and achievement tests, a variety of interest, attitude, study skills, and career exploration inventories. The local test battery should also include instruments to identify learning disabilities, which are frequent in the ABE population.

Counseling. Discussion and recommendations regarding the counseling services available to ABE students were presented in the State Level section, Student Personnel Services, (p. 49) and in the Local Level section, Local ABE Counselors (pp. 91-95).

Most ABE programs do not have counselors on the staff, therefore, the teachers and aides perform the necessary student personnel activities. This fact indicates a real need for in-service training of teachers and aides in the essential student personnel functions of individual and group testing, educational and personal counseling, career information, job placement and follow-up of dropouts, and successful completions. Due to inadequate budgets the referral of students to other agencies and professionals is a priority counselor-type function.

Placement. Job and educational placement is a vital student personnel function. This function, which is a great source of student motivation, is still neglected in most ABE programs. Table 78 on the following page summarizes the ABE supervisors' and teachers' ratings of local job placement activities.

Approximately one-third (31.2%) of the teachers and 34.2% of the supervisors indicated that their program's job placement services were "inadequate." There have been no significant changes in the teachers' and supervisors' ratings of the job placement services and employers' cooperativeness since 1970.

In general, the greatest increases, 19.3 percentage points and 11.7 percentage points, were in the "not sure" rating given by the supervisors. This tends to indicate that the supervisors are not aware of the placement activities, if any, in their programs.

Follow-up Activities. Eighty-one percent of the supervisors and 77.5% of the teachers said that no follow-up of successful completions was made. Some 57.2% of the teachers and 57% of the supervisors indicated that no follow-up of drop-outs was conducted. The teachers further indicated that only 2.4% of their time was spent on follow-up activities. Some 32.2% of the teachers indicated that follow-up activities were "not their

Table 78. Summary of ABE Supervisors' and Teachers' Ratings of Local Placement Activities

Factor Rated	Rating	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
Supervisors						
Job Placement Services	Adequate	24.5	11.9	17.7	-6.8	NS
	Not Sure	36.4	40.7	48.1	+11.7	>.01
	Inadequate	39.1	47.4	34.2	-4.9	NS
Totals		100.0	100.0	100.0		
Cooperativeness of Employers in Job Placement	Adequate	27.3	23.3	17.7	-9.6	NS
	Not Sure	40.2	41.7	59.5	+19.3	>.01
	Inadequate	32.5	35.0	22.8	-9.7	NS
Totals		100.0	100.0	100.0		
Teachers						
Job Placement Services	Adequate	20.0	16.1	15.6	-4.4	NS
	Not Sure	53.4	57.8	53.2	-0.2	NS
	Inadequate	26.6	26.1	31.2	+4.6	NS
Totals		100.0	100.0	100.0		
Cooperativeness of Employers in Job Placement	Adequate	20.0	14.6	11.0	-9.0	NS
	Not Sure	55.7	67.7	64.7	+9.0	NS
	Inadequate	24.3	17.7	24.3	0.0	NS
Totals		100.0	100.0	100.0		

responsibility." This is a significant increase of 13.9 percentage points since 1970.

It appears that follow-up activities of students is not being conducted in 43% of the programs and that when it is done only 2.4% of the teachers' time is devoted to this activity and that the overall attention to follow-up has decreased since 1970.

Table 79 summarizes the teachers' contacts per month with absentees and dropouts.

Table 79. Summary of ABE Teachers' Efforts to Encourage Absentees and Drop-Outs to Continue Their Enrollment

Number of Contacts Per Month	Percentage 1970	1978	1985	Difference 1970-85	Significance of Difference
1 - 2	35.3	32.9	32.9	-2.4	NS
3 - 4	22.6	23.1	24.7	+2.1	NS
5 - 6	11.9	8.6	6.4	-5.5	NS
7 or more	11.9	8.6	2.9	-9.0	NS
Not my responsibility	18.3	26.8	32.2	+13.9	>.01
Totals	100.0	100.0	100.0		

Approximately one-third (32.9%) of the teachers make from 1-2 contacts per month with absentees and dropouts. About two-thirds (64%) of the teachers make fewer than seven contacts per month to encourage dropouts and absentees to return to the program.

Recommendation--State

Given the high dropout and absentee rates among ABE students, it seems urgent that more attention be given to this problem. Guidelines should be given to local programs for minimum follow-up activities. Local programs should be encouraged to assign follow-up responsibilities to a staff member. Teachers and aides or a successful student should contact all absentees at least once per week in order to encourage their return to the program and to identify problems that prevent their return.

In-service Training

State level in-service training was discussed previously. This section will treat local in-service training.

The supervisors and 27.2% of the teachers rated the in-service training program for teachers as "inadequate." This is a significant decrease of 26 percentage points since 1970 in the "inadequate" rating by teachers and supervisors. This indicates that, overall, the local in-service training programs have significantly improved.

Initial Job Orientation. Some 38.2% of the teachers did not receive any formal job orientation upon initial employment. In 1970 some 34% of the teachers indicated that they had received no formal job-orientation. Over the 15-year period there has been no significant change in initial job orientation, and approximately one-third still receive no formal orientation to the ABE teaching situation.

Recommendation--State

An initial teacher orientation package should be developed and distributed to all local programs. Local supervisors should have the responsibility for giving this package to each new ABE teacher. The package should include local program data and policies, state policies and guidelines, adult learner information, suggested curricula materials, evaluation procedures and suggestions, recommended instructional strategies and methods, student record formats, and referral resources as a minimum. This package should be designed to be used individually or with groups.

Participation in In-service Training. As indicated in Table 80 on the following page, the greatest increase has been in the percentage of supervisors and teachers who have attended four or more in-service activities in the last five years. Only 5.1% of the supervisors and 12.7% of the teachers indicated that they had attended no in-service activity over the past five years.

In general, the participation in in-service training activities has significantly increased over the past 15 years. On the average, however, supervisors and teachers attend only one in-service activity per year.

Local In-Service Training Priorities

The local cluster training concept is being implemented across the state through 310 project funding. This has greatly increased the local in-service activities. Table 80, on page 155, summarizes the ABE supervisors' rankings of training priorities.

Student recruitment has maintained its number one ranking over the past 15 years. Curriculum development and student retention are the only two areas that have significantly changed. In general, the rankings have remained fairly constant.

Student placement and follow-up have consistently ranked last in in-service training needs. This finding relates very well to the previous finding that very little, if any, follow-up activities are conducted by the local programs.

Table 80. ABE Supervisors' and Teachers' Cumulative Number of In-Service Training Sessions Attended

	Supervisor					Teacher				
Number of Training Sessions	Percentage			Difference 1970-85	Significance of Difference	Percentage			Difference 1970-85	Significance of Difference
	1970	1978	1985			1970	1978	1985		
4 or more	25.6	58.4	57.0	+31.4	>.01	14.5	27.9	52.6	+3.8	>.01
3	12.2	13.3	13.9	+1.7	NS	9.0	14.3	7.5	-1.5	NS
2	23.2	10.0	13.9	-9.3	NS	12.7	13.4	11.5	-1.2	NS
1	17.1	13.3	10.1	-7.0	NS	20.9	19.8	15.0	-5.9	NS
None	21.9	5.0	5.1	-16.8	>.01	42.9	24.6	12.7	-30.1	>.01
Totals	100.0	100.0	100.0			100.0	100.0	100.0		

The fact that the rankings have remained fairly constant is partially attributable to the part-time nature of most local programs and the high teacher turnover rates (30-40%) each year. This creates the need to train new teachers each year in the same important areas, e.g., student recruitment, student retention, curriculum development, program promotion, etc.

Recommendation--State

As recommended in two previous studies, a comprehensive in-service training plan should be developed by the State Department. A variety of delivery systems should be utilized from independent study packages to workshops and conferences. The plan should be based on an up-to-date needs assessment of local in-service priorities. There should be a logical progression of the training events rather than one-shot crisis training

The comprehensive plan should identify what will be done state-wide, regionally, and locally. Local programs should hold in-service sessions at least quarterly. Ideally, one day a month should be devoted to in-service training. Local programs should allocate allowable funds for local training to complement the other 310 projects and state-conducted training sessions.

Program Evaluation and Review. ABE supervisors ranked program evaluation next to last in in-service training needs. They indicated that 8% of their time was allocated to program evaluation. The supervisors rated the state staff's assistance in program evaluation from "average to good." This rating has not changed over the 15-year period. In the 1970 study the following recommendation was made:

Recommendation--Federal

Priority should be given to developing one or more instructional models that will incorporate cybernetic evaluation features.

Recommendation--State

An instructional model should be developed and made available to all local programs. The model should allow for continuous evaluation.

The State Department's ABE supervisors and all of the local ABE supervisors should be trained to design and implement local evaluation techniques. Evaluation models and the necessary instrumentation should be developed by the State Department. Standardized data should be collected on the State level from all programs. The data collection procedures and instruments should be designed to implement longitudinal studies and to facilitate local, State and Federal reports, summaries and studies.

In the 1978 study, a self-study evaluation model was developed and disseminated to all local programs. A critical feature of the model was the feedback from the state-wide evaluation that could be used to facilitate local planning and action. The broad goals of the local self-study were to:

1. Develop a systematic and on-going process of diagnosing local program needs that can be responded to with local resources.
2. Develop, implement, and monitor local action plans.
3. Encourage local programs to improve themselves by their own actions and decisions.

The Self-Study Evaluation Model was basically a guide to self-directed program improvement. It is a data-based, problem solving model that is intended to establish a series of formative events and actions. The self-study process is a means for each local staff to increase the quality and efficiency of its ABE program.

The following recommendation was made in the 1978 study:

Recommendation

The State Department should encourage each local program to engage in a Self-Study using the developed model. The results of the State-wide Evaluation should be distributed and used in each local self-study. The local ABE supervisor should have the responsibility for forming and conducting local evaluation activities. Local programs should use the models in the Systematic Instructional Model for orienting and training its staffs in student and program evaluation.

It is not sufficient to conduct ABE program evaluations every seven years. Program evaluation should be a continuous management tool used by both the state and local level administrators for decision making. This study indicates rather clearly that a lot of important program decisions are based on popular opinions and administrative expediency. There is very little formative evaluation feedback on the local level and the state level administrative staff does not have a systematic plan for conducting meaningful research and evaluation.

The 309 funding procedures are being use for one-shot, sporadic types of research and demonstrations. Each local program should budget a portion of their program allocation for evaluation activities and the State level staff should plan some long-range cumulative research and evaluation projects. As emphasized earlier, an advisory committee would be invaluable in establishing longitudinal research priorities and plans.

There is little evidence to indicate that any systematic program evaluation is being conducted by the state or local ABE staffs. The problem appears to be the lack of a systematic program planning process that includes all of the necessary programmatic steps from needs assessment through program evaluation.

Recommendation--State

The State should develop a needs assessment process for local use that would also yield needs data for state use when summarized. A simple program evaluation design should be disseminated to the local programs to collect evaluation data on the following minimum factors: facilities, staff, students, instructional materials, instructional strategies. This local data could be summarized and used for program planning purposes at both the state and local levels.

Conducting summative evaluations every eight years can show long-term change; however, it is not adequate for formative feedback and yearly program planning. Again, conducting a meaningful evaluation is costly and time-consuming, so the usual excuse of "lack of funds" prevents most local programs from implementing even the simplest evaluation designs.

This concludes the local factors section and the evaluation report.